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ABSTRACT

This paper presents a proposal for an alternative principal-certification program, which is to be operated by Tarleton State University (Texas) in collaboration with 10 independent Texas school districts, 4 regional educational service centers, 2 professional associations, and 1 foundation. The New Century Educational Leadership Program (NCELP) is designed to prepare principals to lead learner-centered schools that will meet the diverse needs of Texas students. The program will initially address principal training needs for midsized urban and suburban districts. NCELP will target leadership candidates from minority and underrepresented populations. The program will include assessment laboratories, full-day instructional blocks, instructional seminars, principal internship and residency, a field-based school-involvement project, electronic communication, and a mentorship team. Five figures are included. Appendices contain a comparison of NCELP to traditional programs, a list of the curriculum-design team members, principal-evaluation forms, the timeline, and letters of support. (LMI)

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The New Century Educational Leadership Program

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The New Century Educational Leadership Program

Executive Summary

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I. Program Assessment for Continuous Improvement

Tarleton State University, in collaboration with school districts: Arlington, Copperas Cove, Granbury, Hurst/Euless/Bedford, Killeen, La Vega, Mineral Wells, Temple, Waco, and Weatherford; Regional ESC's #'s: 11, 12, 13, and 14; Professional Associations: TX Assn. for Secondary School Principals, and TX Business & Education Coalition; and The Sid Richardson Foundation request approval of an alternative certification program for principals. The New Century Educational Leadership Program (NCELP) is designed to prepare principals who can envision and lead learner centered schools which are capable of meeting the diverse needs of Texas students.

Each **PRINCIPAL** will be evaluated on the completion of the following requirements: (1) mastery of the leadership proficiencies associated with each instructional module, including the field-based internship; (2) acceptable scores on the Instructional Leadership Training (ILT) and the Texas Teacher Appraisal System (TTAS); (3) satisfactory performance ratings on campus administrator appraisals; (4) accomplishment of individual goals as identified in the Professional Development Plan (PDP); (5) results of the field-based school improvement project; (6) presentation of the **PRINCIPAL's** portfolio, including the **PRINCIPAL's** log; and (7) the ExCET results.

The program design coordinator, in collaboration with the standing Assessment / Evaluation committee will be responsible for designing and conducting a comprehensive product and process program evaluation. The process evaluation includes: questionnaires over program content and delivery system; the **PRINCIPAL's** growth and improvement as evidenced by the PDP; a review of the **PRINCIPAL's** ongoing portfolio; and the results of the **PRINCIPAL's** Comprehensive Assessment series. The product evaluation will be conducted at the end of the internship year (the interim product evaluation), and at the conclusion of the residency year (the final product evaluation). Components of the product evaluation include: data collected on final outcomes or effects of the program; the Mentor team meeting to evaluate the **PRINCIPAL's** Proficiency Profile; ExCET scores; ILT / TTAS training appraisals; campus evaluations; and a comprehensive survey of the NCELP partners and participants. Finally, on-going monitoring and evaluation of the program will include informal visits by all partners and interviews with the **PRINCIPALS**. The executive advisory board will review the evaluation annually and act on suggested modifications.

PRINCIPALS will be involved in ongoing performance assessment through the comprehensive assessment labs, module evaluations, and campus evaluations. Working with the Center for Creative Leadership, Greensboro, North Carolina, and the National Association of Secondary School Principals (NASSP) Assessment Center, **PRINCIPALS** managerial and leadership skills will be assessed and trained assessors will provide feedback. From the feedback information **PRINCIPALS** will develop and revise a Professional Development Plan (PDP) and began tracking their progress on the NCELP leadership proficiencies. The assessment process, together with information obtained from the applicant screening phase, will also provide NCELP instructors with a baseline skills profile for each of the participating **PRINCIPAL** candidates.

II. Program Conceptualization Development

The program is primarily field-based, performance oriented and designed to deliver instruction that meets the individual learning needs of the participants. At the conclusion of 25 months, the **PRINCIPAL** will have receive 45 hours of university credit, a Masters in Education Administration and recommendation for licensure. To accomplish this the NCELP will provide a researched knowledge and skills base, using a unique delivery system.

The NCELP proficiencies, which provide the basis for the integrated curriculum, are developed from the National Policy Board for Educational Administration's (NPBEA) 21 proficiency domains; TEA's Learner-Centered Schools administrator proficiencies; and the ExCET objectives. The leadership proficiencies are integrated throughout the program serving as the comprehensive framework for the NCELP curriculum.

The NCELP program delivery includes the following components: (1) Assessment Laboratories scheduled at the beginning, the middle and the end of the program. During the labs, participants will evaluate their skills, develop

and refine their professional development goals and write an individual (PDP). (2) Instructional Blocks are extended, full-day instructional activities delivered during the summer. Instruction will be guided by appropriate Tarleton faculty, clinical faculty, ESC specialists, and contracted consultants, including leaders from business and industry. (3) Instructional Seminars are scheduled on a periodic basis throughout the field-based experience to address policy and implementation issues in school administration. Seminars will be facilitated by practicing exemplary principals, university professors, and/or ESC trainers. (4) PRINCIPAL Internship and Residency are the field-based core of the program and present structured on-the-job learning opportunities. **PRINCIPALS** are assigned as assistant principals, working under the mentorship of an experienced exemplary principal and a trained university mentor. **PRINCIPALS** will maintain a log of their experiences during their internship and residency years, focusing especially on the goals identified in the individual PDP. (5) The Field-Based School Improvement Project is designed and implemented by the **PRINCIPAL** during the residency year. The project which will focus on assessing learner needs and developing strategies to enhance student success on campus. Project selection will be jointly approved by the university mentor, the principal mentor, and the **PRINCIPAL**. (6) During the internship and residency students will be required to communicate with the program director via TENET for specific program deadlines and information. When appropriate, students will access seminar sessions via distance learning. (7) The Mentorship Team, consisting of the principal mentor, the university mentor and the **PRINCIPAL**, will jointly structure and individualize experiences for the **PRINCIPAL** during the internship and residency.

III. Program Commitment and Resources

A key aspect of the NCELP is the strategic partnership of the eighteen members, which provides the support for ongoing collaboration in the design, development and implementation of the program. The CEO's of these eighteen partner entities serve as the Executive Advisory Board. The program will be administered by the following Tarleton staff: a program director, a program design coordinator, coordinator of school-university initiatives, university faculty, clinical faculty, contracted consultants, and secretarial support. To facilitate the collaboration, each executive board member appoints members to the three standing program advisory committees: the Instructional Advisory committee, the Screening / Selection committee, and the Assessment / Evaluation committee.

The NCELP total program budget includes Tarleton contributions for staff and general operating expenses, and a grant from the Richardson Foundation. With the support of the grant, **PRINCIPAL** costs for the two year program will reach only \$2,900. Additional fees for books, supplies, ExCET examination and certification are the responsibility of the **PRINCIPAL**. The district contribution over the two year training period is \$ 94,000.

IV. Program Equity

Due to the shortage of minority administrators in the districts, the program will endeavor to recruit minority and under represented participants from the teaching ranks and industry. However, all applicants will be considered for the program. Nominations will be sought from school superintendents, personnel administrators, principals and college professors in a four state area.

The process used for selection and admission for the first cycle of candidates is as follows: (1) candidates must meet the minimum requirements as stated in Chapter 19 TAC § 141.482: acceptable scores on TASP, GPA 3.0 on a 4.0 system; (2) candidates complete an application form; (3) candidates provide references and criminal records review; and (4) candidates provide information regarding background and experiences, including current certifications, university transcripts, and a list of prior leadership training and experiences. Screening of applicants is a tri-level process including the initial applicant review by Tarleton NCELP staff. During the finalist screening applicants will attend a NCELP candidate workshop and participate in performance activities which include an interview, simulations, and completion of a district application. Cohort selection is based on the performance information gathered from the finalist workshop. Based on analysis of the data, the Screening / Selection committee will recommend a cohort of 20-25 principals for the program to the Executive Board. Ongoing support and counseling for the **PRINCIPALS** will be provided throughout the program.

V. Unique Program Characteristics.

This proposal for the New Century Educational Leadership Program is unique in the following aspects: (1) provides recently researched and identified leadership proficiencies; (2) employs a different training design and delivery system, with two years of field-based internship; (3) identifies, recruits, assesses and retains prospective educational leaders; (4) periodically reevaluates and modifies the program to insure effectiveness and quality; and (5) designed, administered, supported and evaluated collaboratively. Upon successful completion of all program requirements the Superintendent of the employing school district and the Director of the NCELP program will jointly recommend the **PRINCIPAL** for licensure. The NCELP meets all SBOE rules regarding Alternative Certification of Administrators, Chapter 19 TAC §141.482.

**The New Century Leadership Program :
A Proposed
Alternative Principal Certification Program**

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THE NEW CENTURY EDUCATIONAL LEADERSHIP PROGRAM :
an
ALTERNATIVE ADMINISTRATOR CERTIFICATION PROGRAM

I. Program Assessment For Continuous Improvement

A. Introduction

Tarleton State University, in collaboration with ten independent school districts, four Regional Educational Service Centers, two professional associations and one foundation request approval of an alternative certification program for principals entitled, The New Century Educational Leadership Program (NCELP). NCELP is designed to prepare principals who can envision and lead learner centered schools which are capable of meeting the diverse needs of Texas students. The program will initially address principal training needs for mid-sized urban and suburban districts, with specialized training opportunities for rural districts to be developed at a later date. NCELP will especially target leadership candidates from minority and under represented populations. This document presents a description of the New Century Educational Leadership Program and provides evidence of the collaborative's ability to deliver such a program. Further, the proposal serves as Tarleton State University's application for program approval under the Requirements for the Alternative Certification of Administrators Chapter 19 TAC §141.482.

B. Needs Statement

As Texas moves into the 21st century, there is a growing awareness that its educational system must undergo major changes in order to sustain and improve the economic competitiveness and the quality of life desired by its citizens and taxpayers. Creating learner centered communities, which can effectively meet the diverse needs of the populations served, will require nothing less than a new generation of educational leaders. Accordingly, the development of these new century educational leaders will also require alternative and dramatically different administrator preparation paradigms.

The NCELP prototype will be different from conventional university certification programs in five significant ways: (Appendix 1 provides a detailed description of Tarleton's traditional principal preparation model compared to the NCELP.)

1. The NCELP will periodically reevaluate and modify the program to insure quality and equity in providing unique principal training.
2. The NCELP will provide up-to-date conceptual, technical and human relations skills training necessary for principals to be effective instructional leaders in current and future educational settings.
3. The NCELP will rely upon current research and technology to employ a dramatically different training design and delivery system in teaching prospective administrators.
4. The NCELP will be designed and implemented in collaboration with universities, school districts, regional educational service centers, businesses and other human service organizations.
5. The NCELP will be proactive in identifying, recruiting and assessing prospective educational leaders (especially talented minority candidates and under represented populations) by incorporating a variety of assessment and selection techniques within the program.

The NCELP represents, therefore, a unique university paradigm for selection, training, and certification of principals in genuine partnership with the state's public school districts. The program is collaboratively developed, primarily field-based, performance oriented and designed to deliver instruction that meets the individual learning needs of the participants. It is designed as a two-year program involving a cadre of 20 - 25 ***PRINCIPALS - IN - RESIDENCE***, referred to herein as ***PRINCIPALS***.

C. Collaboration and Involvement in Program Design

The Department of Education and Psychology at Tarleton has worked collaboratively with surrounding school districts for many years in a variety of professional development and school improvement ventures. As examples, the Cross Timbers School Development Council provides leadership development and school board training programs for Superintendents and board members in over 70 school districts. The Effective Schools Project is one of the nation's oldest and largest school improvement projects, involving vertical teams from 50 campuses and 4 regional service centers. The Tarleton Model for Accelerated Teacher Education (TMATE), the state's first

university-based alternative teacher certification program, has provided over 350 teachers to the rural schools in the Tarleton service area. These programs, each approaching a decade of service, were started and continue in response to the expressed needs of area school districts. They are indicative of the university's ability to work collaboratively with school systems, as well as the institution's commitment to long-term school improvement.

A primary objective of the New Century Educational Leadership Program was to build on the university's strong record of collaboration in order to design an innovative leadership curriculum and delivery system. To achieve this purpose, Tarleton hosted two design workshops. On June 6, 1994, a Curriculum Design Team comprised of approximately 55 teachers, administrators and leadership specialists representing area school districts, Education Service Centers (ESC's), the Texas Education Agency (TEA), business, industry and the university met on the Tarleton campus in an all-day Curriculum Design Workshop to review and discuss the program content. (Appendix 2 contains a partial list of attendees.)

The Curriculum Design workshop included presentations and discussions on changing state and national standards for the principalship featuring Dr. Scott Thomson, Executive Director of the National Policy Board on Educational Administration (NPBEA). Using the leadership standards recommended by the NPBEA, combined with TEA's Proficiencies for Administrators and related ExCET outcomes, the Curriculum Design Team engaged in a series of activities enabling them to systematically rate the importance of each leadership skill, identify and recommend a scope and sequence of these skills for inclusion in the program, suggest techniques for instructional delivery, and provide strategies for program evaluation.

Following this initial Curriculum workshop, a Program Design Group (a subcommittee of the original Curriculum Design Team) met on September 28, 1994 to analyze the data generated by participants in the Curriculum Design Workshop. The Program Design Group utilized these results to develop a unique framework for delivering the NCELP.

These combined working meetings yielded invaluable suggestions and perspectives which established the cornerstone for the development of the program described herein. This design process also reflects the capacity of all partners to work creatively together to design and implement a model leadership development program.

D. Ongoing Program Assessment

The program design coordinator, in collaboration with a standing Assessment and Evaluation Committee, will be responsible for designing and conducting a comprehensive program evaluation. This evaluation will include both process and product components which will focus on the training design, program content, and the patterns of leadership development evidenced by participating **PRINCIPALS**. The executive advisory board will review the evaluation annually and act on suggested modifications.

As one element of the process evaluation, perceptions regarding matters such as program content, delivery system and **PRINCIPAL** growth and improvement will be collected via questionnaire from all parties involved in the program. Other process evaluation measures will include a **PRINCIPAL'S** portfolio, and a **PRINCIPAL'S** Comprehensive Assessment series. (More details on the process evaluation design may be found in Section II. D - **PRINCIPALS** Comprehensive Assessment.)

Product assessment will include measures which yield data regarding final outcomes or effects of the entire NCELP. Product assessment activities will occur at the end of the internship year (the interim product evaluation), and at the conclusion of the residency year (final product evaluation). At these points, the mentorship team will meet with each **PRINCIPAL** to conduct annual performance reviews summarizing the professional growth and development of each program participant, as it relates to the leadership proficiencies. The first-year performance review will center on the completion of the Proficiency Profile. The second year performance review will serve as the summative product evaluation and in addition to an update of the Proficiency Profile, it will include additional objective data including the ExCET scores, ILT/TTAS training appraisals, a **PRINCIPAL** performance evaluation using the school district's administrative appraisal instrument, and the results of the school improvement project. In addition to these items from the annual performance reviews, a comprehensive evaluation survey will also be distributed to NCELP partners and participants to secure their observations of the overall effectiveness of the project and to gain their recommendations for improvement of the program.

Finally, NCELP's Assessment/Evaluation committee will conduct ongoing monitoring and evaluation of the program through the use of informal visits and interviews conducted with participating **PRINCIPALS**. NCELP staff will aggregate the results of

these various product evaluations and present the findings in a comprehensive report to the Executive Advisory Board at the end of the second year of the project.

II. Program Conceptualization/Development

A. Background Research and Development

In developing the NCELP curriculum several national and state research and development initiatives were reviewed in order to identify current and effective instructional practices in principal development. Exemplary university-based programs such as the Harvard and Texas A&M's Principal Centers, as well as the Danforth Programs for the Development of School Principals provided excellent models of best practice in principal development. Principals training programs offered by the Center for Creative Leadership in Greensboro, North Carolina also yielded useful program information. Additionally, the NCELP design draws heavily from the Region 13 COHORT ADMINISTRATOR CERTIFICATION PROGRAM.

The NCELP proficiencies were based on the recent research of the National Policy Board for Educational Administration (NPBEA), *Principals for Our Changing Schools: Knowledge and Skills Base*, (1993); the Texas Education Agency's, *Learner-Centered Schools for Texas: Proficiencies for Administrators*, (February, 1994); the ExCET mid-management objectives; and the Sid Richardson Task Force on the Principalship.

In addition to reviewing leadership curricula and instructional practices in other programs, Tarleton and its collaborators chose to develop and implement a limited program prototype in order to achieve first hand experience with field centered, performance-based delivery systems. Tarleton State University, in partnership with the Region 12 Education Service Center in Waco, offered the first Principals' Action Laboratory in July, 1994 with a cohort of eighteen school leaders. The program model contained many of the curricular and program components incorporated in the NCELP delivery system, thus allowing the faculty opportunity to explore a variety of formats for leadership development. The Action Lab is an excellent illustration of the University's support of quality leadership development programs and the institution's commitment to experimenting with and adapting innovative modes of instruction.

B. Comprehensive Instructional Delivery System

In addition to the research and development activities referenced above, findings regarding the nature of adult learners were also integrated into the design of NCELP training modules, and participant responsibilities. Thus the delivery system allows the participants to be self-directing, incorporates a wide range of field-based, "hands-on" experiences, provides both extrinsic and intrinsic motivation; and clearly delineates the required program proficiencies. Based on these assumptions, the NCELP training design incorporates the following delivery components:

1. Integrated Proficiency-Based Curriculum: The NPBEA's 21 domains, combined with TEA's administrator proficiencies and correlated with appropriate ExCET objectives, serve as a comprehensive framework for the NCELP curriculum. (Appendix 3 delineates the leadership proficiencies which will be addressed in each program stage, within the program modules.) Through their work with a series of national focus groups, the National Policy Board for Educational Administration (NPBEA) has identified the knowledge, skills and attributes required of contemporary principals to meet the tasks, expectations, and responsibilities of the campus leaders today and in the future. The proficiencies identified by the Texas Education Agency in their publication on *Learner-Centered Schools* reflect what Texas practitioners regard as critical for administrators to know and demonstrate in working successfully with the state's diverse student population. Integrating these three sets of principal proficiencies assures that NCELP participants are exposed to the most up-to-date and relevant curriculum to master the skills for future principals.

2. Assessment Laboratories: Assessment labs are designed to give participants feedback regarding their management potential and current level of performance. Assessment labs are scheduled at the beginning, the middle and the end of the program, in order to facilitate **PRINCIPAL** self-direction and to provide each participant with objective feedback regarding his/her professional development. These assessment labs provide orientation, assessment, feedback, and celebration. During the labs, participants will evaluate their skills, develop and refine their professional development goals and write an individual Professional Development Plan (PDP). The PDP's are for use by the **PRINCIPAL**, in collaboration with the university and principal mentor, to design the individual's program. Individual data from these assessment labs will not be used in annual performance evaluations, except as the **PRINCIPAL** determines his/her overall growth in the program.

3. Instructional Blocks: Instructional blocks are extended, full-day instructional activities delivered during the summer over a four to six week period. The classroom modules introduced during the block will provide the conceptual knowledge, policy information and instructional research necessary to function effectively in a principalship assignment. Instruction will be guided by appropriate Tarleton faculty, clinical faculty, ESC specialists, and contracted consultants, including leaders from business and industry.

4. Instructional Seminars: Instructional seminars will address policy and implementation issues in school administration and analyze different courses of action. Seminars will be facilitated by practicing exemplary principals, university professors, and/or educational service center trainers. These seminars will be scheduled for weekends on a periodic basis during the intern and residency years.

5. **PRINCIPAL** Internship and Residency: The internship and the residency are the field-based core of the program and present structured on-the-job learning opportunities. **PRINCIPALS** are assigned as campus based administrators (assistant principals), working under the mentorship of an experienced exemplary principal and a trained university mentor. The first year field experiences, referred to as the internship, will allow application and extension of the proficiencies introduced in the pre-assignment block. The second year of field based learning is the residency year. The residency provides advanced learning opportunities including the completion of a major field-based school improvement project. **PRINCIPALS** will maintain a log of their experiences during their internship and residency years, focusing primarily on the goals identified on the individual PDPs. **PRINCIPALS** will be employed full time, with at least 60% of their time spent in campus-based administrative duties. (The other 40% time may be scheduled at the discretion of the district, depending upon the special needs of the district and/or the **PRINCIPAL**.)

6. Field-Based School Improvement Project: During the residency year **PRINCIPALS** will complete a school-based improvement project which will focus on assessing learner needs and developing strategies to enhance student success in their respective residency school. Project selection will be jointly approved by the university mentor, the principal mentor, and the **PRINCIPAL**. At the conclusion of the project **PRINCIPALS** will make a formal presentation of their project to members of the NCEL

Executive Board, program advisory committees, local school board members and colleagues.

7. Other Components:

a. *Modular Instruction:* The NCELP curriculum is divided into a series of instructional modules which form a cross-disciplinary and integrated program, including semester credit hour course work. Within each module, specific skills or strategies are addressed through a three step process which includes: (1) presentation of the theoretical or conceptual basis associated with the skills; (2) modeling and/or demonstration of each skill; and (3) simulated practice or field experience to reinforce the skills.

Instructional modules will emphasize the use of simulations, case studies, practice, performance coaching, structured feedback and follow-up. Principal and university mentors further support and reinforce modular skills through field-based practice opportunities associated with internship and residency experiences. Finally, reflective writing exercises for the **PRINCIPALS** Log will serve to reinforce a process of on-going assessment of their behavior and accomplishments.

b. *Special Program Options:* Three skill development programs offered through the National Association of Secondary School Principals (NASSP) will be incorporated into the training program: *Leader 1-2-3*, a program to develop skill and improvement in instructional leadership skills; *Let's Talk*, a program to help administrators use oral communication in making leadership decisions; and *From the Desk Of*, a program to develop written communication skills for school administrators. These programs are offered to **PRINCIPALS** on a volunteer basis. Given the results of their assessments and their professional goals, **PRINCIPALS** may choose to participate in the programs.

c. *Technology:* The use of technology will be paramount in promoting communications, as well as delivering instruction. During the internship and residency, students will be required to communicate with the program director via TENET for specific program deadlines and information. When possible and appropriate, students will access seminar sessions, for the internship and residency, via distance learning, rather than returning to the Tarleton campus. Students will also participate in at three modules which address: (1) instructional technology, (2) administrative technology, and (3) use of technology to enhance personal effectiveness.

d. Self Evaluation / Reporting: The **PRINCIPAL'S** Log of Experiences will be used by the **PRINCIPAL** for self evaluation and reporting on proficiency accomplishments. In developing journal entries, the setting (or context of the administrative activity) will be referenced as well as the functional skills employed and the programmatic result. The **PRINCIPAL'S** Log is a required part of the internship and residency requirements, and will be submitted to the mentor team at least twice during the internship, and once during the residency year. Students will be encouraged to submit the log to university faculty through TENET.

e. Mentorship Team: Experiences during the internship and residency will be jointly structured by a mentorship team including a principal mentor, a university mentor and the **PRINCIPAL**. The mentor relationship will provide opportunities for **PRINCIPALS** to discuss their administrative experiences in the training program. Additionally, mentors provide on-site guidance, support, and encouragement to the **PRINCIPALS** during the internship and residency years.

The mentor training for university and principal mentors will focus on developing professional facilitators who will guide the **PRINCIPAL** in his/her field experiences. Both university and principal mentors will attend training seminars in order to ensure that their actions and support reflect the vision of the program. The program content and sessions for the mentors include the following:

(1.) Program Orientation: Mentors will participate in a three clock hour program orientation seminar on the following topics: understanding of the program design, structure, and philosophy; and a review of the knowledge and skills base used in the NCELP curriculum. Emphasis will be placed on mentoring as a viable component of the program. The seminar will be scheduled in August of the first summer session.

(2.) The Role and Stages of Mentoring: Mentors will participate in a two day seminar providing the theoretical foundation for the concept of mentoring. (This presentation will be based on the work of Dr. Muse, Brigham Young University, Provo, Utah and will emphasize the stages of mentoring: initiation, development, separation and the roles of mentoring: advising, appraising, coaching, communicating, counseling, guiding, modeling, motivating, protecting, skill developing, sponsoring, supervising, teaching, validating.)

(3.) Follow-up Mentor Seminars: Mentor follow-up meetings will be held in the spring of the internship year, the fall of the residency year and the spring of the residency year to discuss necessary program modifications and adjustments.

f. Observations/Conferencing: Observation and conferencing will be conducted by the university mentor, the principal mentor and the program director. **PRINCIPALS** will conference at least twice per year with the assigned university mentor.

PRINCIPALS will meet and conference with their principal mentors on a regular basis. During the internship year of the program, the NCELP **PRINCIPALS** will conference with their principal mentors at least two times per month or a minimum of 5 hours. The focus of the meetings will be to engage in reflective dialogue regarding the **PRINCIPAL'S** Log and to discuss projects, problems and insights. During the residency year, the **PRINCIPAL** will meet with the principal mentor at least once per month for at least 2 hours. The focus of the meetings will be the school improvement project.

C. Program Organization and Sequence of Instructional Activities

As depicted in Figure 1, the NCELP program components are organized into ten stages, and delivered in five distinct phases over a 25 month period. A detailed description of the content of each program stage, estimated clock hours and equivalent university credit hours is provided below. (Program timelines are delineated in Appendix 4.)

Stage 1. Pre-Assignment Lab includes program orientation, networking opportunities, and the first assessment series. Working with the Center for Creative Leadership, Greensboro, North Carolina, the following assessment instruments will be used: BENCHMARKS, Myers-Briggs Type Indicator, and the Campbell Leadership Index, to assess the **PRINCIPAL** on their managerial skills and leadership style. During the laboratory the **PRINCIPAL** will also receive individual feedback on the assessment series. From the feedback information **PRINCIPALS** will develop a Professional Development Plan (PDP) and begin tracking their progress in mastering the NCELP leadership proficiencies. The assessment process, together with information obtained from the applicant screening phase, will also provide NCELP instructors with a baseline skills profile for each of the participating **PRINCIPAL** candidates. Stage 1 occurs during the first summer session. The **PRINCIPALS** spend approximately 30 clock hours and receive 1 credit hour in Stage 1.

Stage 2. Pre-Assignment Instructional Block includes 12 classroom modules. Stage 2 will be taught on the Tarleton campus during the first summer session. The

NCELP Instructional Design

| Program, Stages, Titles | Pre-Assignment Lab | Pre-Assignment Block | Internship | Internship Seminars | Pre-Residency Lab | Pre-Residency Block | Residency | Residency Seminars | School Improvement Project | Post-Assessment Lab | Totals |
|----------------------------------|--------------------|----------------------|----------------------|------------------------|-------------------|---------------------|----------------------|------------------------|----------------------------|---------------------|------------------------------------|
| Program Stage Numbers | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 10 Stages |
| Program Phases | Pre-Assignment | | Internship | | Pre-Residency | | Residency | | Post-Assessment | | 5 Phases |
| Number of Program Modules | 3 | 12 | 6 | 12 | 3 | 12 | 6 | 12 | 6 | 3 | 75 Modules |
| Estimated Clock Hours | 30 | 180 | 1,600 | 45 | 30 | 180 | 1,600 | 45 | 100 | 30 | 650 Classroom 3,200 Field Based |
| Semester Credit Hours Equivalent | 1 | 12 | 6 | 3 | 1 | 12 | 3 | 3 | 3 | 1 | 45 Credit Hours |
| Semesters | Summer I | Summer I | Fall/Spring I | Fall/Spring I | Summer II | Summer II | Fall/Spring II | Fall/Spring II | Fall/Spring II | Summer III | 7 Semesters |
| Dates | May 1995 | June 1995 | Aug 1995 May 1996 | Oct 1995 April 1996 | June 1996 | June 1996 | Aug 1996 May 1997 | Oct 1996 April 1997 | June 15 1997 | June 30 1997 | 25 Months |

Figure 1 - 11

following topics are addressed in the pre-assignment block: leadership, performance evaluation, organizational theory, financial management, school law, multicultural diversity, environmental scanning, and student management. **PRINCIPALS** spend approximately 180 clock hours during this first instructional block and receive 12 credit hours.

Stage 3. Internship is the first year administrative assignment in a school district. The **PRINCIPAL** is employed by the district as an assistant principal or principal, spending at least 60% of his/her time in administrative duties. (The other 40% time may be scheduled at the discretion of the district, depending upon the special needs of the district and/or the **PRINCIPAL**.) During this time the **PRINCIPAL** will maintain the reflective journal in the form of the **PRINCIPAL** log. The reflections in the log will include topics such as motivation, judgment, technology, communication and other proficiencies included in the Pre-Assignment Block modules. Assigned duties for the internship will begin in August and end in June of the following year. The internship provides approximately 1,600 clock hours of on-the-job training and **PRINCIPALS** receive 6 credit hours for this year long experience.

Stage 4. Internship Seminars include 12 modules which will address specific needs of the **PRINCIPAL** cohort as identified by principal mentors, university mentors, and the curriculum advisory committee. Seminars will be scheduled at the partner school districts, the participating ESC's, or at the Tarleton campus via distance learning. Internship seminars begin in October and continue through April, occurring monthly. Topics will include: effective schools research, site-based decision making, administrative use of technology, alternative programs for special needs students, facilities design and administration, student scheduling, and special programs. The intern will devote approximately 45 clock hours to seminar instruction during the internship and will receive 3 credit hours.

Stage 5. Pre-Residency Lab is the second assessment module. During this stage, **PRINCIPALS** will participate in the National Association of Secondary School Principals (NASSP) Assessment Center. Trained assessors will provide feedback on **PRINCIPAL** leadership behavior in a series of simulation activities that relate to twelve dimensions of leadership. Following the assessment and feedback from the center, the **PRINCIPAL** will reevaluate his/her professional development plan and goals. The NASSP Assessment Center is conducted during the summer following the internship.

The **PRINCIPAL** will spend 30 clock hours in the assessment lab and receive 1 credit hour.

Stage 6. Pre-Residency Instructional Block includes 12 classroom modules covering the following topics: personnel supervision, program supervision, public relations, instructional use of technology, policy and political inferences, instructional practices, administration of instruction, staff development, and trends and issues in curriculum and instruction. The Pre-Residency Block will be taught at Tarleton during the second summer session. The **PRINCIPAL** will devote approximately 180 clock hours and receive 12 credit hours.

Stage 7. The Residency will be the second year-long internship where the **PRINCIPAL** hones his/her administrative skills. In the **PRINCIPAL** Log, the **PRINCIPAL** will reflect on the following topics: implementation of programs; field research; delegation and empowerment of work teams; site-based decision making; unique attributes of the high school, middle school and elementary school; and student support services. Resident work responsibilities will be individually tailored for each **PRINCIPAL** based upon the first year assessment of the individual by the principal mentor and the university mentor. The Residency will involve approximately 1,600 clock hours on-the-job and the **PRINCIPAL** receives 3 hours of credit.

Stage 8. Residency Seminars include 12 modules and address specific needs of the **PRINCIPAL** as perceived by the mentors, university faculty, and the curriculum committee. The residency seminars will also focus on the development of the learner centered school improvement project and include the following topics: information collection, problem solving, school improvement for student learning, design of action research. Residency seminars will begin in October and continue through April occurring approximately once a month. The **PRINCIPAL** will spend 45 clock hours in these seminars and will receive 3 credit hours.

Stage 9. Field-Based School Improvement Project is an applied research project specifically designed, implemented, and evaluated by the **PRINCIPAL** based on an identified student learning need at the assigned school site. The project is undertaken as the major focus of the Residency. The final written product will include a statement of rationale for the project, a plan of action for the project, and a description of the results of the project. Each **PRINCIPAL** will provide a written and verbal report of the

project to the Executive Board and others at the conclusion of the study. Project design and development will begin in the summer, with presentations in May and June of the final program year. The **PRINCIPAL** will spend a minimum of 100 clock hours in this task and receive 3 credit hours for the project.

Stage 10. Post Assessment Lab is designed as a culminating experience and will provide the **PRINCIPAL** the opportunity to reflect and modify his/her professional development plan for the future based upon the total experience acquired in the program. Completing **PRINCIPALS** will also participate in the program evaluation through reflection of their individual growth and learning. This final activity occurs in June 1997. The lab requires approximately 30 clock hours and **PRINCIPALS** receive 1 credit hour for the program.

D. Comprehensive Assessment of *PRINCIPALS* - IN - RESIDENCE

Clear and constructive performance data is essential in order to accelerate the professional development of these prospective educational leaders. As noted above, the NCELP will include a variety of product and process evaluation measures with which to gauge the progress of participants and assess their overall leadership proficiency.

The NCELP design incorporates two intensive assessment labs which provide the **PRINCIPAL** with information on their managerial skills and leadership style. **PRINCIPALS** will first participate in a Pre-Assignment Laboratory in which they complete a battery of assessment instruments including BENCHMARKS, Myers-Briggs Type Indicator, and Campbell Leadership Index, coordinated by the Center for Creative Leadership. These instruments provide a measure of the candidates experience, background, and perceptions from their colleagues; a personality preference indicator; and a measure of personal characteristics of leadership. This assessment series, together with an assessment of the NCELP leadership proficiencies, will be the basis for the candidate's development of his/her individual professional development plan (PDP) and program goals.

During the Pre-Residency Lab the **PRINCIPAL** will participate in the NASSP Assessment Center. Through a series of simulation activities, trained assessors will evaluate each **PRINCIPAL'S** behavior as it relates to twelve dimensions of leadership: problem analysis, judgment, organizational ability, decisiveness, leadership, range of interests, sensitivity, personal motivation, stress tolerance, educational values, oral

communication, and written communication. The assessment profile generated for each individual will aid in further refining the individual professional development plan (PDP) for the residency year of the program. Additionally this second assessment will serve as one means of documenting first year progress of the **PRINCIPALS** in the program.

Throughout the program, **PRINCIPALS** will maintain a portfolio of work in progress including: (a) the **PRINCIPAL'S** Log; (b) an ongoing Professional Development Plan; (c) a record of observations and conferences with mentors; (d) a progress report on the field based school improvement project; and (e) a record of mastery of leadership proficiencies. (The Principals Proficiency Profile which records mastery of leadership proficiencies Appendix 4.) The portfolio may also include samples of communications and documents, video records of presentations, and copies of external supervisory evaluations of campus performance.

Finally, members of the mentorship team will develop a comprehensive performance rating which will reflect the **PRINCIPALS** overall performance for the entire two-year period. This comprehensive performance rating will address six major components: (1) mastery of the leadership proficiencies associated with each instructional module; (Appendix 4) (2) results of the Instructional Leadership Training (ILT) and the Texas Teacher Appraisal System (TTAS) training; (3) accomplishment of individual goals as identified in the Professional Development Plan (PDP); (4) results of the field-based school improvement project; (5) the results of the ExCET; and (6) presentation of the **PRINCIPAL's** portfolio, including the **PRINCIPAL's** log.

III. Program Commitment and Resources

A. Commitment and Capacity of Sponsoring Entities

A key aspect of the NCELP is the formation of a strategic partnership which provides the necessary support for ongoing collaboration in the design, development and implementation of this state-of-the-art leadership development program.

Eighteen partners have been invited to serve as charter members of the project during 1995-97. It is anticipated that membership will be expanded over time to include other

school districts especially smaller, rural school organizations. Charter members include the following:

| Independent School Districts | Regional ESC's | University |
|------------------------------|--|---------------------------|
| Arlington ISD | Region 11 | Tarleton State University |
| Copperas Cove ISD | Region 12 | |
| Granbury ISD | Region 13 | Agency |
| Hurst/Euless/Bedford ISD | Region 14 | Texas Education Agency |
| Killeen ISD | | |
| La Vega ISD | Professional Associations | |
| Mineral Wells ISD | TX Assn. for Secondary School Principals | |
| Temple ISD | TX Business and Education Coalition | |
| Waco ISD | | |
| Weatherford ISD | Foundation | |
| | The Sid Richardson Foundation | |

B. Organization and Governance of the Program

When final institutional agreements are in place, the NCELP alliance will begin to function more formally under the auspices of an Executive Advisory Board, working through the project staff. The formal organizational structure for the NCELP is designed to facilitate on-going collaboration and broad-based participation throughout the project. The organizational structure is described below and depicted in Figure 2 which follows.

1. The Executive Advisory Board consists of the CEO's (or their designees) from each of the charter organizations, as well as the Dean of the College of Education, Dr. Ronnie Sheppard, and the Dean of Graduate Studies, Dr. Ron Bradberry, from Tarleton State University. The Board members will elect their own chair and/or other standing officers. This board will establish operating policies for the project and appoint members to the program advisory committees in collaboration with the Tarleton program staff. The Executive Board will function in a collegial manner and will provide a framework and model for school-university collaboration throughout the entire project.

2. Program Advisory Committees include three standing advisory groups, each addressing key operational components of the program. These groups include an Instructional Advisory Committee, a Screening and Selection Committee, and an Assessment and Evaluation Committee. These committees are comprised of members

from the partner school districts, the ESC's and the professional associations appointed by the Executive Board. Respectively, these committees provide suggestions and review of program content and design; the screening and selection of the candidates; and the final assessment and evaluation of the program. Members of all committees also participate in the intern assessment process.

3. Program Staff will include a Program Director, a Program Design Coordinator, and a Coordinator of School-University Initiatives, as well as other Tarleton Educational Leadership faculty. All program staff have had recent and extensive public school teaching and administrative experience in both rural and urban settings. The staff will prepare all program policies for review by the Executive Advisory Board and oversee overall daily operations of the project in collaboration with the Executive Advisory Board. Specific duties and responsibilities of the program staff are listed below:

a. Program Director: Dr. Mark Littleton. Department Head, Education & Psychology, Tarleton State University

The Program Director will have overall responsibility for program management and implementation. Major responsibilities include:

- * Communicating with the Executive Advisory Board on program policies and operations;
- * Overseeing all program development and operations at the university;
- * Recruiting candidates for the program;
- * Reviewing and evaluating transcripts;
- * Assisting districts and applicants in determining eligibility status;
- * Administering fiscal affairs;
- * Recommending interns for certification to the Texas Education Agency, in conjunction with the superintendent of the supervising school district;
- * Coordinating activities of all mentor principals;
- * Conducting on-site visits to monitor overall operations of the project.

b. Program Design Coordinator: Dr. Mary Alice Obermiller, Visiting Professor, Education & Psychology Department, Tarleton State University

The Program Design Coordinator will have responsibility for design and development of the project's curriculum and assessment systems, as well as program evaluation in collaboration with the advisory committees. Primary responsibilities include:

- * Meeting with advisory committees to plan and review curriculum, assessment and evaluation;

- * Overseeing development of all the curriculum documents and related reports;
- * Coordinating, aligning, and editing the curriculum modules;
- * Coordinating all program evaluation activities and related reports;
- * Training program mentors and other staff;
- * Coordinating all performance assessment activities.

c. Coordinator of School-University Initiatives: Dr. Bill Reaves, Associate Dean, College of Education and Fine Arts, Tarleton State University

The Coordinator will have overall responsibility for program promotion, public relations, and the program coordination with other school-university initiatives.

Major responsibilities include:

- * Developing and disseminating promotional materials in support of the project;
- * Serving as a liaison with all partners to assure ongoing school and university collaboration;
- * Administering grant funds from the Sid Richardson Foundation and serving as liaison with other funding agencies;
- * Coordinating special events and arranging workshops or specialized field trips associated with the projects.

d. Secretarial Staff and Graduate Assistant(s):

The secretarial staff and graduate assistant(s) will assist project staff in the day to day operation of the program. They will assist the program staff with:

- * Coordinating training activities;
- * Assisting with public awareness of program activities;
- * Assisting districts and applicants in determining eligibility status;
- * Maintaining individual **PRINCIPAL** files;
- * Maintaining program files and computer data banks;
- * Disseminating program correspondence.

e. University and Principal Mentors

Exemplary administrators in partner schools will be designated as adjunct faculty. In addition, Tarleton faculty from the Education Administration Department will be designated NCELP University Mentors. Their responsibilities are delineated on Figure 3, which follows.

f. Contract consultants:

Contract consultants will be experts in their fields and will be contracted for the specific activities in the following areas as needed:

RESPONSIBILITIES AND COMMITMENTS OF PARTNERS

| School Districts | Tarleton State University | PRINCIPAL |
|---|--|--|
| <ul style="list-style-type: none"> • Serve as a member of the Executive Advisory Board (the Superintendent or designee). • Appoint district members to the program advisory committees, including assessors for the assessment centers. • Employ NCELP <i>PRINCIPALS</i> IN RESIDENCE in full-time paid internship positions. • Pay an annual program fee to the fiscal agent (Tarleton NCELP) in the amount of \$2,000 per <i>PRINCIPAL</i> employed in the school district. • Select and assign one exemplary principal per <i>PRINCIPAL</i> employed in the district to serve as a mentor principal. • Provide on-site support and assistance for <i>PRINCIPALS</i> and mentors such as release time and access to information. • Provide up to 10 days of release time per academic year for <i>PRINCIPALS</i> to attend training and/or to meet with their mentor. • Provide up to 6 days release time for mentors to attend mentor training and/or to meet with their <i>PRINCIPAL</i>. • Complete a criminal record check on each <i>PRINCIPAL</i> employed in the district and forward a statement of clear/not clear to the Tarleton NCELP office by August, 1995. • Sign the formal District Agreement of Participation between the district, the <i>PRINCIPAL</i> and TARLETON to be placed on file at Tarleton NCELP office prior to the beginning of the pre-assignment lab, June 1995. • Recommend the <i>PRINCIPAL</i> for certification to the Texas Education Agency at the completion of the program, in conjunction with the NCELP Tarleton Program Director. | <ul style="list-style-type: none"> • Provide administrative and clerical staff necessary to coordinate all aspects of program between collaborators. (See Section IIIA). • Serve as the fiscal agent. • Develop/disseminate promotional and recruiting NCELP materials. • Assist in screening and selecting candidates. • Design, in collaboration with program Faculty and the Curriculum Advisory Committee, the overall instructional program and all related instructional materials. • Coordinate delivery of the instructional blocks for graduate credit. • Coordinate delivery of the Internship/Residency seminars. • Assist the Assessment and Evaluation Committee in evaluation of project effectiveness. • Maintain all records and files for the project. • Recommend the <i>PRINCIPAL</i> after completion of all work for a Masters Degree in Educational Administration. • In conjunction with the program Superintendents, recommend the student for certification to the Texas Education Agency, at the completion of the program. | <ul style="list-style-type: none"> • NCELP program <i>PRINCIPAL</i>-IN-RESIDENCE will be an employee of the public school district as a campus assistant principal or principal and will simultaneously participate in the NCELP program as a Tarleton graduate student. The following are the responsibilities of the <i>PRINCIPAL</i>: <ul style="list-style-type: none"> • Meet all contractual obligations, including rules and regulations governing employment in the employing district. • Supply all personnel information to Tarleton and employing district as requested. • Commit necessary time and effort, over the 25 month period, to complete all program requirements for certification. • Participate in all program training activities as outlined in program calendar. • Participate in all of the requirements of the program including: the assessment centers, the seminars and the ExCET. • Develop a personal professional growth plan with measurable goals and maintain a Proficiency Profile. • Complete the <i>PRINCIPAL</i>'s Log. Update it each semester, review and discuss it with principal mentors, and submit it to the university mentor at the end of the semester. • Successfully complete all required outcomes as specified by Tarleton, including a portfolio of work and the presentation of the Field-Based School Improvement Project. • Pay all tuition and fees as stated in the <i>PRINCIPAL</i> agreement. |

Figure 3 - 20

RESPONSIBILITIES AND COMMITMENTS OF PARTNERS

| Mentors | | Collaborators | |
|---|---|--|---|
| <p>MENTOR PRINCIPALS</p> <p>Mentor principals will be exemplary principals as evidenced by their leadership ability; their influence in developing and maintaining the school as an example of an outstanding school; and by a minimum of 5 years of experience as a school administrator. Mentor principals will commit to the preparation of aspiring school administrators through willingness to spend time, energy, and self on mentoring activities. Mentors principals will be paid an annual stipend total of \$500 (\$1000 will be paid over the course of the two year program). Mentor principals responsibilities include:</p> <ul style="list-style-type: none"> • Serve as a mentor for PRINCIPAL during the two year program. • Participate in 2 days of staff development per year. • Review the PRINCIPAL Professional Growth Plan and Proficiency Profile and in conjunction with the PRINCIPAL select target areas for growth. • Assign projects related to the target areas for growth and review the PRINCIPAL's progress. • Monitor the completion of assignments and document growth on the PRINCIPAL's records. • Provide information and guidance to the PRINCIPAL upon request and/or when deemed appropriate. • Notify the university supervisors of concerns related to the performance of the PRINCIPAL | <p>UNIVERSITY MENTORS</p> <p>Tartleton professors will be designated university mentors. Their responsibilities include the following:</p> <ul style="list-style-type: none"> • Develop and teach program modules. • Advise and visit assigned PRINCIPALS at least four times per year, and at least twice per semester. • Convene cluster meetings with assigned PRINCIPALS, during one of the reflective seminars each year. • Assess internship job performance by documenting observations and consultations with the PRINCIPALS, including review of the PRINCIPAL Log. • Participate in and complete mentor training. | <p>REGIONAL ESC'S</p> <p>Regional ESC's will provide:</p> <ul style="list-style-type: none"> • Meeting space as requested. • Assistance with recruitment of PRINCIPALS. • Consulting and staff development assistance. • Assistance with the program development and dissemination. • Access to professional development opportunities for principals and mentors. • Access to technology for distance learning. | <p>PROFESSIONAL ASSOCIATIONS</p> <p>Professional Associations will provide:</p> <ul style="list-style-type: none"> • Access to and training in appropriate corporate management strategies that can be adapted to educational practice. • Access to and/or demonstration of management technology. • Assistance in recruitment of prospective PRINCIPALS from corporate sectors. • Assistance with assessment centers and corporate training. |

- * Assisting with design of eligibility and screening criteria;
- * Assisting with design of intern assessment procedures training;
- * Assisting with the use of technology-based instruction;
- * Assisting with design of mentor training;
- * Training and delivery of modules;
- * Assisting with program evaluation design, including formative and summative evaluation.

C. Partnership Responsibilities

In developing a viable partnership among the professional institutions, specific program roles, working relationships and institutional commitments have been identified to ensure delivery of an effective program. The institutional responsibilities and commitments for NCELP have been delineated on Figure 3 on the preceding pages. Each of these provisions will be incorporated into formal written participation agreements which will in turn be adopted by each institutional partner.

D. Program Budget

The annual program costs for participating **PRINCIPALS** and their employing district are listed below. The total operating budget for the NCELP program, including all in-kind contributions by all collaborating partners is included in Figure 4 which follows.

ANNUAL PROGRAM FEES AND EXPENSES INCURRED BY PARTICIPATING **PRINCIPALS** AND THEIR DISTRICTS

| | Payee: | |
|--|---------------|------------|
| | Student* | District** |
| 1. Application Fee to Tarleton Graduate School | 20. | |
| 2. Program Fee (Year 1) | | \$ 2,000. |
| 3. Tarleton Tuition / Fees (Year 1 - 21HRS) | 1,309. | |
| 4. Program Fee (Year 2) | | 2,000. |
| 5. Tarleton Tuition / Fees (Year 2 - 24 HRS) | <u>1,520.</u> | |
| | \$2,849. | \$4,000. |

* Additional Fees for texts, ExCET examination and certification are the responsibility of the candidate.

** The district may deduct these program fees from the intern salary.

NCELP Budget

| Budget Category Explanation | TSU CONTRIBUTION | | PARTNERSHIP COST IN-KIND CONTRIBUTIONS | | | TOTAL |
|---|----------------------------|---------------------|---|-------------------------|-----------------------------------|------------------|
| | TSU Operating Budget | Richardson Grant | 10 School Districts | 4 Service Centers | 2 Professional Associations | |
| I. STAFF SALARY/BENEFITS | | | | | | |
| A. Project Director (1/2 time) | 38,000 | | | | | 38,000 |
| B. Program Design Coordinator (1/2 time) | | 30,000 | | | | 30,000 |
| C. School-University Coordinator (1/3 time) | 25,000 | | | | | 25,000 |
| D. Secretary (full time) | 12,000 | 12,000 | | | | 24,000 |
| E. University Faculty/Mentor (4 @ 1/2 time = 30,000 ea) | 120,000 | | | | | 120,000 |
| F. School Mentors/ Clinical Faculty (30 @ 1/10 time = 6,500 ea) | 15,000 | | 180,000 | | | 195,000 |
| II. PRINCIPAL-IN-RESIDENCE Salaries/Benefits (25 @ approx 45,000 ea) | | | 1,125,000 | | | 1,125,000 |
| III. OPERATING EXPENSES | | | | | | |
| A. Office/Instructional Space | -- | | | | | 9,600 |
| B. Printing/Copying | 5,400 | 4,200 | | | | 3,000 |
| C. Telephone | 1,000 | 2,000 | | | | 3,000 |
| D. Postage | 1,000 | 2,000 | | | | 3,600 |
| E. Office Supplies/Materials | 2,400 | 1,200 | | | | |
| F. Instructional Supplies/ Materials | 4,300 | 2,700 | | | | 7,000 |
| G. Instructional Equipment | 10,000 | 4,000 | | | | 14,000 |
| H. Faculty/Staff Training | 9,000 | 3,000 | | | | 12,000 |
| IV. CONTRACTED SERVICES CONSULTANT FEES/ EXPENSES | | | | | | |
| A. Curriculum Design (10 days @ 600/day) | | 3,000 | | 3,000 | | 6,000 |
| B. Instructional Delivery (14 days @ 1,500/day) | | 10,000 | | 8,000 | 3,000 | 21,000 |
| C. Performance Assessment (25 @ 600/assessment) | | 5,000 | | 5,000 | 5,000 | 15,000 |
| D. Program Evaluation (10 days @ 800/day) | | 8,000 | | | | 8,000 |
| TOTAL | 243,100 | 87,100 | 1,305,000 | 16,000 | 8,000 | 1,659,200 |

IV. Program Equity

The NCELP will make special efforts to recruit candidates from minority and under represented populations into the program in an effort to address critical personnel needs in Texas schools. In order to meet this challenge the following recruitment, selection, and retention process has been developed.

A. Nomination and Recruitment of Candidates

Nominations of NCELP candidates will be sought from school superintendents, personnel administrators, principals and college professors. Individual applicants may also nominate themselves. Information regarding the program will be disseminated over a four state area (Louisiana, Oklahoma, Arkansas, and Texas), and to the five regional service centers and school districts in the Tarleton State University service area to actively recruit a diverse applicant pool. The partners will develop specialized recruiting approaches in order to secure a pool of minority candidates and under represented populations for perspective leadership positions.

B. Selection and Admission Process

NCELP will collaborate in the identification, recruitment and professional development of a cadre of **PRINCIPALS** for the first cycle. The following process will be used for selection and admission of the first cycle of candidates.

1. Minimum Requirements: For consideration for admission into the program, each applicant must meet the following minimum requirements as stated in Chapter 19 TAC §141.482 and approved by the State Board of Education.

(1)* Possession of basic skills in mathematics, reading, and writing as evidenced by holding acceptable scores on the state-mandated basic skills test. (TASP)

(2)* **Currently certified educators** must: (1) Posses at least a graduate degree from a regionally accredited institution of higher education with a grade point average of no less than 3.0 on a 4.0 system and at least three years of successful experience in a position included in the Texas Public Education Compensation Plan which included leadership responsibilities for a minimum of three other professionals who possess at least a baccalaureate degree; or (2) Possess at least a baccalaureate degree from a regionally-accredited institution of higher education with a grade point average of no less than 3.0 on a 4.0 system, completion of training in effective instructional practices, leadership ability, curriculum development, and communications skills. Candidates with a bachelor's degree must have at least five years of successful experience in a position included in the Texas Public Education Compensation Plan which Included leadership

responsibilities for a minimum of three other professionals who possess at least a baccalaureate degree.

* Candidates who do not hold a teacher certification must: (1) Possess a graduate degree from a regionally accredited institution of higher education with a grade point average of no less than 3.0 on a 4.0 system, completion of management / leadership training, and at least three years of successful experience in organizational leadership which included leadership responsibilities for a minimum of three other professionals who possess at least a baccalaureate degree; or (2) Possess at least a baccalaureate degree from an accredited institution of higher education with a grade point average of 3.0 on a 4.0 system, completion of management / leadership training, and at least five years of successful experience in organizational leadership which included leadership responsibilities for a minimum of three other professionals who possesses at least a baccalaureate degree.

* In addition to the above, candidates with NO prior teaching experience will be provided extended internship opportunities in the classroom through Tarleton's TMATE (alternative teacher certification) program.

2. The Application: All nominees will be required to complete an application form. These application materials will provide the basis for the initial level of screening. Applications must include three professional references, including one from a practicing superintendent, and a structured writing sample, which will be holistically scored. Finally the application must include information regarding the candidate's professional background and experience, along with the following supporting documents describing: (1) certifications (if any); (2) university transcripts of all undergraduate and graduate work, including grade point averages; and (3) prior leadership training and experiences.

3. The Screening: Screening of applicants is a tri-level process including applicant review, finalist screening and cohort selection. The Tarleton NCELP staff are responsible for the applicant review (initial screening) of program applicants. Members of the Screening/Selection committee will participate in the finalist screening process and the cohort selection. The final cohort recommendations will be made by the Screening/Selection Committee and approved by the NCELP Executive Advisory Board. The tri-level process is as follows:

Level 1- Applicant Review : Initial screening of all applicants seeking entry into the NCELP will be conducted under the direction of the Tarleton NCELP staff. (The advisory committee will have access to the screening matrix.) These initial screening efforts will include a review of the applications to determine that

candidates fulfill minimum requirements such as degrees, grade point average, professional references, writing sample, and satisfaction of State Board of Education requirements.

Level 2 -Finalist Screening: Applicants who successfully complete the initial review will be invited to attend an NCELP Candidate Workshop. At the workshop finalists will participate in the activities described below in order for the committee to systematically acquire and organize objective information which will provide evidence and insight into the leadership potential of the finalists:

- (1). Completion of a 360 degree feedback instrument using the Educational Administrator Effectiveness Profile (EAEP).
- (2). Simulation (in basket) experiences focusing on organizational ability and identification of relationships among information.
- (3). Panel interview before the committee members using the Principal Perceiver Interview Process developed by the Gallup Corporation.
- (4). Presentation of a Record of Professional Accomplishment, a selected collection of articles and exhibits which provide the candidate's representation of their best and most relevant work to date in the 21 leadership domains identified by the NCELP leadership proficiencies.
- (5). Completion of the District Application Process. Finalists will complete applications for their top three preferences of school districts for internship.

Level 3 - Cohort Selection and Notification: Based upon the performance information gleaned from the finalist workshop the scores of all finalists will be "charted" in a matrix format to enable review by the Screening/Selection Committee. Based on its analysis of the data, the Screening/Selection Committee will recommend a cohort of 20 - 25 **PRINCIPALS** for the NCELP program. The names of these finalists, along with a summary of interview results and the preferred district assignments will be directed to the Executive Board for final review and approval. Those candidates approved by the Executive Board will be notified immediately by the project director.

C. Retention and Support Programs

PRINCIPALS will be provided with on-going counseling and performance appraisal throughout the program by the project staff, as well as the university and principal mentor. University mentors will meet with the **PRINCIPAL- IN - RESIDENCE** and the principal mentor twice each semester to review the **PRINCIPAL's** log, discuss areas of

improvement in the **PRINCIPAL'S** performance and suggest modifications that need to be made in the instructional program. Principal mentors meet with the **PRINCIPAL** on a regular basis throughout the school year, in addition to being on-site for immediate consultation.

In the event that a **PRINCIPAL** does not satisfactorily meet the program requirements, every effort will be made to provide support programs, including the option of a third year of the cycle. Tarleton's NCELP staff will maintain necessary and appropriate personnel records on all prospective **PRINCIPAL** candidates who fail to meet all screening criteria, as well as performance assessment records on all participating **PRINCIPALS**.

D. Licensure

Prior to licensure each **PRINCIPAL** administrator will fulfill the following requirements: (1) complete the approved NCELP program of instruction; (2) participate in and achieve acceptable scores on the Instructional Leadership Training (ILT); (3) participate in and achieve acceptable performance scores on the Texas Teacher Appraisal System (TTAS); (4) demonstrate mastery of the leadership proficiencies delineated in the program; (5) pass the ExCET; and (6) secure satisfactory performance ratings on the local school district administrator appraisal system. Upon successful completion of the above requirements the Superintendent of the employing school district and the Director of the NCELP program will jointly recommend the **PRINCIPAL** for licensure.

E. Continuing Education and Retention in the Profession

Tarleton is committed to the continuing development of highly competent, practicing administrators. As such Tarleton will offer special professional development opportunities and continuing education experiences for the **PRINCIPAL-IN-RESIDENCE** Cohort even after their completion of the program. During the program years and for two years following, members of the **PRINCIPALS** Cohorts are eligible to attend the Effective Schools Project (ESP) seminar series as well as Cross Timbers School Development Council workshops at no cost.

In addition, NCELP will organize and host at least one annual Cohort meeting for program "graduates" scheduled in conjunction with major educational conferences or workshops such as the Commissioners Mid-Winter Conference or Tarleton's annual Instructional Leadership Conference.

F. Meeting Critical Needs

As noted above the NCELP will especially target minorities and underrepresented populations in recruitment and retention in order to meet critical personnel needs in Texas. Throughout the curriculum the NCELP program will emphasize the specialized instructional needs of minority and special population students in Texas public schools in an effort to assure that **PRINCIPALS** are sensitive to and well equipped to address the needs of these particular students.

V. Unique Program Characteristics

This proposal for the New Century Educational Leadership Program is an application for program approval based on SBOE rules regarding Alternative Certification of Administrators, Chapter 19 TAC §141.482. Figure 5 on the following page summarizes NCELP program components which address each aspect of the rule.

V. Unique Program Characteristics

| NCELP Program Characteristics | Proposal Reference | State Rule Reference |
|--|---|---|
| <p>••The NCELP program is collaborative developed and administered between 10 independent school districts; four regional educational service centers; two professional organizations and a private foundation.</p> <p>••The NCELP program is a campus principal certification program, with all proficiencies and field work reflecting the leadership of a campus principal.</p> <p>••Participants in the NCELP program will be screened by a collaborative committee prior to acceptance and issuance of a term certificate. Participant progress will be evaluated by semester. Under extenuating circumstances students may take up to three years to complete the program.</p> <p>•• <i>PRINCIPAL</i>'s will be recommended for certification by the superintendent of the participating school district and the Tarleton project director, Mark Littleton, at Tarleton.</p> | <p>Section III: B</p> <p>Section I: B, C,</p> <p>Section IV: B, C, D</p> | <p>(a-1) General Provisions</p> <p>(a-2) General Provisions</p> <p>(a-3) General Provisions</p> |
| <p>••All school districts, educational region centers and Tarleton State University are accredited at the time of this application.</p> <p>••The NCELP partners have committed to funding and supporting the program over the two year cycle as evidenced by the program budget.</p> | <p>Section III: A</p> <p>Section III: A</p> <p>Section III: C</p> | <p>(a-4) General Provisions</p> <p>(b-1) Requirements for an approved plan</p> <p>(b-2) Requirements for an approved plan</p> |
| <p>••The NCELP Executive Advisory Board has approved the program staff and committees necessary to collaboratively support the program implementation. The design includes the screening; mentoring training; and a ratio of two mentors - university and principal - per intern.</p> <p>••The NCELP program cycle is 25 months, with application, screening, and initial assessment another 3 months. See program activities timeline and the NCELP program chart.</p> | <p>Section III: A ; Section IV: B</p> <p>NCELP Program Chart: Section II: C (Timeline Appendix 4)</p> | <p>(b-3) Requirements for an approved plan</p> <p>(b-4) Requirements for an approved plan</p> |
| <p>••The NCELP program includes a student professional development plan and profile of student's proficiencies in all areas taught within the program.</p> <p>••The NCELP program targets the development of the campus principal. <i>PRINCIPAL</i>'s assignments include two years of employment as an assistant principal in a school district, under the supervision of an on-site principal mentor and a university mentor.</p> | <p>Section: B, C, D</p> <p>Section II: B, C, Section III</p> | <p>(L 5) Requirements for an approved plan</p> <p>(b-6-7) Requirements for an approved plan</p> |
| <p>••The applicant screening process includes preassignment screening by the NCELP Screening Advisory Committee and a criminal record review by the employing school district.</p> <p>••The Assessment and Evaluation committee, appointed by the Executive Advisory Committee, in collaboration with the program design coordinator will conduct the program monitoring, review, and evaluation.</p> | <p>Section III: B; Figure 3</p> <p>Section I: D</p> | <p>(b-8) Requirements for an approved plan</p> <p>(b-9) Requirements for an approved plan</p> |

Figure 5 - 29

| NCELP Program Characteristics | Proposal Reference | State Rule Reference |
|---|--|--|
| <p>••Every effort will be made by the participant, school district and university to insure the PRINCIPAL's success. At all times during the program, the PRINCIPAL's performance will be monitored by the principal and university mentors so that adjustments can be made on an ongoing basis. Any remedial preparation will be determined by the mentor and the PRINCIPAL to ensure success.</p> <p>••Follow-up data and documentation of the programs and PRINCIPAL's progress will be maintained at Tarleton State university.</p> <p>••Admission to the NCELP program requires the minimum requirements as delineated in Chapter 19, TAC §141.482 c.</p> <p>••The preparation program will be delivered in a series of modules consisting of proficiencies from the National Policy Board, the ExCET, and the Texas Proficiencies for Learner Center Schools. The following modules will be included:</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> (1) Effective schools design (2) Effective Teaching practices (3) Curriculum and Design (4) Critical Thinking and Problem Solving (All Modules) (5) Ethics and Legal Principles (6) Financial Management <p>Stage</p> <ol style="list-style-type: none"> # 3 & 4 #2&3 #6&7 #3,4, Internship & Residency #2,3,4 #7 and Residency <p>Core Knowledge</p> <ol style="list-style-type: none"> (1) <ul style="list-style-type: none"> Leadership Performance Evaluation Organizational Theory Financial management Legal and ethical aspects (2) <ul style="list-style-type: none"> Instructional leadership Curriculum and Instruction Performance Evaluation Financial Management Legal and Ethical aspects | <p>Section IV: E</p> <p>Section IV</p> <p>Section IV: B</p> <p>Section II: B,C Figure 1 Appendix 3</p> | <p>(b-10) Requirements for an approved plan</p> <p>(b-11) Requirements for an approved plan</p> <p>(c-1-3) Requirements for admission into the program</p> <p>(d-1-6) Requirements for comprehensive training</p> <p>(e1-2) Training requirements for placement as an intern</p> |
| <p>•PRINCIPAL's will complete all requirements for certification as evidenced by the components in their portfolio: completion of internship and program modules; ILT training; TTAS training; professional development plan on program proficiencies; district evaluations; and recommendation from the superintendent and the program director for certification.</p> | <p>Section II: D</p> <p>Section I</p> | <p>(f) Requirements for certification</p> <p>(g) Requirements for approval review, and reapproval of programs.</p> |

APPENDIX

NCELP vs TRADITIONAL PROGRAM

| Component | Traditional Program | NCELP |
|---|--|--|
| <p>I. Program Assessment for Continuous Improvement</p> <ul style="list-style-type: none"> • Reevaluate and modify the program, collaboratively and periodically, to insure quality and equity in providing principal training for (1) urban and rural districts, (2) minorities and underrepresented populations; and (3) preparing principals who can create learner centered schools which meet the diverse needs of Texas students. | <ul style="list-style-type: none"> • Review of ExCET data by the faculty. • Recommend program modification by department. • Modified courses by individual faculty members. • Review of Program Content and Delivery via: ExCET results Grade Point Average ExCET results Intern placement • Evaluate student's performance using: Grade Point Average ExCET results Intern placement | <ul style="list-style-type: none"> • Review of assessment data by the Assessment and Evaluation Committee. • Recommend program modification by the Executive Advisory Board. • Evaluate program content and delivery. • Review of Program Content and Delivery via: Surveys Site-based visits ExCET results <i>PRINCIPAL's</i> performance Evaluate <i>PRINCIPAL's</i> performance on leadership proficiencies. • Review <i>PRINCIPAL's</i> portfolio, including: Module grades Professional development plan Proficiencies Profile Field Based School Improvement Project Campus Evaluations ILT and TTAS Training <i>PRINCIPAL's</i> Log ExCET Results |
| <p>II. Program Conceptualization and Development</p> <ul style="list-style-type: none"> • Provide up-to-date conceptual, technical and human relations skills training necessary for principals to be effective instructional leaders in current and future educational settings. • Use current research and technology to employ a dramatically different training design and delivery system in teaching prospective administrators. | <ul style="list-style-type: none"> • Use course proficiencies from ExCET and experience. • Develop courses based on ExCET results. • Offer 45 hours for Masters & Certification Program. • Course requirements (45 credit hours) include: • 6 credit hours Field Based Internship • 9 credit hours out-of-education electives • Supervision of <i>PRINCIPAL</i> by university faculty. • Instruction delivered both on and off campus. • Instruction delivered only by TSU faculty. • Instruction delivered in conventional 3 hour format. | <ul style="list-style-type: none"> • Integrate leadership proficiencies from National Policy Board for Educational Administration, ExCET, and TEA's Learner Center Schools into curriculum. • Develop program modules based on leadership proficiencies. • Offer 45 credit hours for Masters & Certification Program • Modify previous course requirements to include: • 12 credit hours Field Based Internship • 3 credit hours Field-Based School Improvement Project • Technology • Public Relations • Resource Allocation & Finance • Structure <i>PRINCIPAL's</i> course work based on results from the assessment centers. • Use university faculty, national recognized experts and principal mentors for instruction. • Supervision of <i>PRINCIPAL</i> by university faculty and principal mentor. • Deliver instruction on and off campus. • Deliver instruction in three blocks, two day seminars and on-site. |

NCELP vs TRADITIONAL PROGRAM

| Component | Traditional Program | NCELP |
|---|---|--|
| <p>III. Program Commitment and Resources</p> <ul style="list-style-type: none"> • Design and implement program in collaboration with universities, school districts, regional service centers, businesses and other human service organizations. | <ul style="list-style-type: none"> • Decisions made by university. • Resources from university enrollment. • District collaboration limited to outside projects such as: Cross Timbers, Effective Schools Project and TMATE. | <ul style="list-style-type: none"> • Partnership between school districts, ESC's, professional organizations and foundations. • Resources committed from all partners. • Collaborative organizational structure. |
| <p>IV. Program Equity</p> <ul style="list-style-type: none"> • Proactive identification, recruiting and assessing prospective educational leaders (especially talented minority candidates) by incorporating a variety of assessment and selection techniques within the program. | <ul style="list-style-type: none"> • Recruitment by university. • Minimum university requirements used for identification. • Limited supervisions of interns in field. | <ul style="list-style-type: none"> • Recruitment is joint responsibility among partners. • Partners jointly identifying prospective <i>PRINCIPAL</i>'s. • Extensive use of assessment centers to identify <i>PRINCIPAL</i>'s strengths and weaknesses. • Additional mentoring of <i>PRINCIPALS</i> to increase program retention |

NCELP CURRICULUM DESIGN TEAM

| NAME | ORGANIZATION | POSITION |
|--------------------|---------------------------|----------------|
| Harry Beavers | Regional ESC 12 | Exec. Director |
| Dwain Bills | DeLeon ISD | Superintendent |
| Ron Burk | Stephenville | Principal |
| Ron Caloss | Hurst-Euless-Bedford ISD | Superintendent |
| Wayne Carpenter | Belton ISD | Principal |
| Ray Chancellor | Regional ESC 11 | Exec. Director |
| James Dilworth | Fort Worth ISD | Principal |
| Jim Everitt | Hico ISD | Principal |
| Ann Farris | Killeen ISD | Asst.. Supt. |
| Nancy Fisher | Glen Rose ISD | Principal |
| Luis Flores | Fort Worth ISD | Principal |
| Lorraine Fulkerson | Mineral Wells | Teacher |
| Larry Groppe | Grapevine-Colleyville ISD | Asst. Supt. |
| Cynthia Guthrie | Justin ISD | Principal |
| Jim Hawkins | Killeen ISD | Asst. Supt. |
| Terry Harlow | Regional ESC 14 | Exec. Director |
| Sharon Harral | Whitney ISD | Teacher |
| Barbara Herring | Bangs ISD | Teacher |
| Jean Holden | Texas Education Agency | Asst. Director |
| Mary Keller | Killeen ISD | Asst. Supt. |
| Pam Kruezburg | Waco ISD | Principal |
| Russell Livingston | Fort Worth ISD | Teacher |
| Ron Munday | Mineral Wells | Superintendent |
| Dick Parker | Copperas Cove ISD | Superintendent |
| Charles Patterson | Killeen ISD | Superintendent |
| Sarah Pinner | Whitney ISD | Teacher |
| Sylvia Powers | Burleson ISD | Teacher |
| Jack Reeves | Temple ISD | Superintendent |
| W.L. Sanders | Copperas Cove ISD | Principal |
| Kim Schmidt | Stephenville | Teacher |
| Gail Shemake | Weatherford | Teacher |
| J.D. Shipp | Fort Worth ISD | Asst. Supt. |
| Larry Smith | Brown & Root | Manager |
| Ron Smith | Harris Hospital | President |
| Joe Tison | Weatherford ISD | Superintendent |
| Fred Zachary | Waco ISD | Superintendent |
| Marlene Zipperlen | Clifton ISD | Superintendent |

| STAGE 1: PRE- ASSIGNMENT BLOCK | Domain 1: Leader- ship | Domain 4: Judgment | Domain 7: Delega- tion & Empower- ment | Domain 16: Oral and Nonverbal Expres- sion | Domain 17: Written Expres- sion | Domain 18: Philo- sophical and Cultural Values | E1: Under- standing Trends and Issues in Education | E4: Apply Ethical Principles to Educa- tional Practices and Popula- tions | T1: Learner Centered Leader- ship | T4: Learner Centered Profes- sional Develop- ment | |
|---|---------------------------------|--------------------------|--|---|---|--|--|--|---|---|--|
| Assessment Series | | | | | | | | | | | |
| Professional Development Plan | | | | | | | | | | | |
| Orientation Year 1 | | | | | | | | | | | |

DOMAIN (#) - National Policy Board for Educational Administration E (#) - ExCET: Mid-Management Administrator Objectives T (#) - Texas Education Agency: Learner-Centered Schools for Texas

| STAGE 2: PRE- ASSIGNMENT BLOCK | Domain 8: Instruction | | 8-16 | 8-20 | T3: Learner Centered Curriculum and Instruction | T3e: Utilize the influence of social issues, political forces, and future trends in planning curriculum | T5: Equity In Excellence of All Learners | T5d Commitment to working with a diverse learning community | T5h: Emphasize the similarities in a diverse community, in order to create bonds | T5i: Actively seek to eliminate racism, and sexism, and other forms of discrimination | T5j: Include cross-cultural experiences as an integral part of the learner centered community | T5k: Assist in the affirmation of the diverse cultures of the school culture |
|---|---|--|--|--|--|---|--|---|--|--|---|---|
| | Domain 1: Leadership | | 1-2 Gain insights into a school's culture and school members personal hopes and dreams | 1-3 Apply knowledge of socioeco- nomic and educational trends innovations and new paradigms to schools and schools how assess how each might affect schools in the future | T3: Learner Centered Curriculum and Instruction | T3e: Utilize the influences of social issues, political forces, and future trends in planning | T5: Equity In Excellence of all Learners | T5i: Follow the changes in demographics to better understand the community | T5m: Use the changes in demograph- ics to make decisions about contemporary conditions | | | |
| | Domain 18: Philosophi- cal and Cultural Values | | 18-3 Demonstrate appraisal of their own values and the values of others | 18-4 Demonstrate knowledge of the dialectic of freedom in American education | 18-5 Identify and appreciate the tensions underlying valued conflicts in America Education | 18-7 Identify the diversity of values present in a complex, heteroge- neous, & pluralistic democracy | 18-8 Identify the diversity of values in global society | 18-12 Understand that reality is socially constructed | | | | |
| SCHOOL CLIMATE & CULTURE ENVIRON- MENTAL SCANNING CULTURAL DIVERSITY | T5: Equity In Excellence of all Learners | | T5a Promote equity in excellence for all students | T5b Recognize and accom- modate the diversity among students and staff | T5d Show a commitment to working with a diverse learning community | T5e Ensure that all members in the learning community have an equitable opportunity to achieve | T5i Respect all learners and their diversities | T5g Express sensitivity to the needs of diverse learners | T5n Develop an appreciation of diversity, an awareness of common needs | T5o Develop the ability to communicate and work collaboratively toward common ends | | |
| | | | | | | | | | | | | |

DOMAINS (M) - National Policy Board for Educational Administration

E (M) - ECET

Mid-Management Administrator Objectives

T (M)

Texas Education Agency

Learner-Centered Schools for Texas

| STAGE 2: PRE- ASSIGNMENT BLOCK | | Domain 19: Legal and Regular Regulations | 19 - 3c The statutory and regula- tory criteria applicable to certification, selection, evaluation, corrective discipline, dismissal, nonrenewal, or reduction in force in Texas. | 19-5 Demonstrate knowledge of principles applicable to the adminis- tration of contract, grants and financial accounts in a school setting by identifying: | 19-5b Powers and duties applicable to the manage- ment and administra- tion of the contract of employment. | E18: Identify the rights and responsibili- ties of teachers. | E181: Identify the constitutional rights and responsibili- ties of teachers. | E182: Identify the contractual issues related to teachers rights and responsibili- ties | E183: Identify the liability issues related to teacher rights and responsi- bilities. | E184: Identify the federal, state and local policies related to teacher rights and responsi- bilities. | E19: Identify procedures for recruit- ing, interviewing, selecting and assigning staff. | E191: Identify procedures and legal guidelines for recruiting, screening, interviewing and selecting staff. |
|---|---|--|---|--|---|---|--|--|---|--|--|--|
| Personnel Laws and Regulations Student Laws & Regulations | E192: Identify procedures and criteria for assigning staff | E20: Identify causes of and proce- dures for suspending, non- renewing and dismis- sing staff. | E202: Identify the reasons and procedures for nonrenewing staff | E203: Identify standard grievance procedures for staff. | E372: Understand legislation and regulations related to student rights and responsi- bilities and their charac- teristics | E391: Analyze appropriate and legal student disciplinary measures | E38: Understand the mainte- nance and use of student records. | E381: Understand the regula- tions regarding access to student records | E382: Understand procedures for maintaining and using student records | E383: Understand the issues of confidential- ity related to maintaining and using student records | | |
| | Domain 10: Student Guidance and Gover- nance | 10-4C: The principal can critique the case involving the publication of racially sensitive material in the school newspaper using principles of school law and a sample district and school policy (Problems) | E37: Understand student rights and responsibili- ties. | E371: Understand constitutional issues related to student rights and responsi- bilities | | | | | | | | |

| | | | | | | | | | | | |
|---|---|---|--|--|---|---|---|--|---|---|--|
| STAGE 2: PRE- ASSIGNMENT BLOCK | Domain 10: Guidance and Develop- ment | 10-1A | 10-1C | 10-2C | 10-3A | 10-3C | 10-5C | 10-6C | 10-1A | E14: Understand factors involved in building level student services manage- ment | E141 Understand factors involved in managing student transporta- tion services |
| | | Presented with a sample statement of student responsibility and associ- ated discipline system, the principal can analyze the document applying basic principals of human growth and development relevant to student age levels | As an elementary school principal, is able to describe how school-wide student government can be integrated with instruc- tional management programs | As a middle school principal, is able to describe the variety of student activities that a typical student population would sponsor during school time activity periods | Presented with a case description of a student with behavior problems the principal can use basic principles of student growth and development to prepare a set of questions that should be answered before the school takes appropriate action | As a high school principal, is able to develop a job description for a student activities director serving the needs of a racially diverse student population | Can explain the relation- ships between student activities and instructional programs and can describe ways to monitor the comprehen- sive opportu- nities each provides | Can identify criteria by which student activities programs may be evaluated. | Presented with a situation involving a faculty members who lack under- standing of the basic principles of student growth and development, the principal can describe an appropriate staff develop- ment intervention | | |
| | | E143 Understand factors involved in managing student health services | E144 Understand factors involved in managing student field trips | E39: Analyze the procedures and standards of student discipline. | E392 Understand the functions and character- istics of behavior management strategies related to student discipline. | E393 Understand the influence of the learning environment on student discipline | E401 Understand typos of students organizations and their functions | E402 Understand the purposes and functions of student organizations and activities | E403 Understand the regula- tions and procedures related to managing and supervising student organizations and activities | E41: Understand school counseling and psychologi- cal services available to students. | E411 Understand the functions and characteris- tics of school counseling services |
| | | E42: Understand student populations and their needs. | E421 Understand programs for special needs students | E422 Understand types of specialists and the services they provide to special needs students | E423: Understand factors involved in identifying, evaluating and placing special needs students | E424: Understand the benefits of a culturally diverse student population. | E43: Understand causes of students' social problems and methods of referral to outside agencies. | E431: Understand the causes and methods of referral for child abuse and other problems affecting students' well- being | E432: Understand the causes and methods of referral for drug and alcohol abuse problems | E434 Understand referral procedures and selection criteria appropriate for various situations | E2: Under- stand the principles of educa- tional and social psychol- ogy |
| Student Management and Discipline | E21 Understand major terms and concepts associated with educa- tional psychology | E22 Understand factors in educational psychology related to motivation and learning | | | | | | | | | |

DOMAINS (#) - National Policy Board for Educational Administration E (#) EXCET Mid Management Administrator Objectives T (#) - Texas Education Agency Learner-Centered Schools for Texas

| STAGE 2: PRE- ASSIGNMENT BLOCK | Domain 5: Organizational Oversight | 5-1 | 5-2 | 5-3 | 5-4 | 5-5 | 5-6 | 5-7 | 5-8 | 5-9 | |
|---|---|--|---|--|--|--|--|--|---|---|--|
| | | Work with faculty, parents, students and other school stakeholders to translate a shared vision into a strategic plan. | Work with school stakeholders to establish operational plans that support strategic goals | Define roles and relationships for implementing and monitoring strategies and operational plans. | Identify available and needed resources to implement long and short range plans. | Implement global oversight strategies (such as a matrix) to determine how organizational goals are affected by other goals | Initiate appropriate management techniques (e.g. team building, PERT Charts, budgets) to implement long and short range plans. | Work collegially with teachers, parents, students and community to reorder the organization in fundamental ways to make it more responsible to its environment | Establish standing plans, policies standard operating procedures, and rules and regulations that facilitate the implementation and monitoring of strategic and operational plans | Develop a pattern of participatory decision making, teamwork, and two-way communication that permeates every aspect of the school organization. | |
| Strategic Planning | 5-10 Build intrinsic rewards into the organization structure so that students, teachers, parents, and other stakeholders in the school operation are empowered by actions that appropriately support the goals of the school | 5-11 Lead school stakeholders in a holistic evaluation of strategic and operational goals, the resources that have been allocated to achieve those goals, the process by which those goals have been pursued, and the impact that the pursuit of those goals has had on the organization and its stakeholders | E8: Understand principles and techniques of decision-making | E91: Understand major decision-making techniques and their characteristics | E92: Understand the application of decision-making skills to various situations | E93: Understand the procedures for implementing education administration | E94: Understand techniques for evaluating the goal-development and goal-implementation process | T1: Leader Centered Leadership | T1a: Guide the learning community in the development of a vision that reflects students' needs for academic achievement and success in life and makes that vision tangible through positive action | T1b: Encourage collaborative planning, implementation, assessment and ongoing modification of strategies to achieve this mission | |
| | | | E9: Understand the goal-development and goal-implementation process. | E91: Understand the steps in goal-development process | E92: Understand functions of the goal-development process in education administration | E93: Understand the procedures for implementing education administration | E94: Understand techniques for evaluating the goal-development and goal-implementation process | | | | |

| STAGE 2: PRE- ASSIGNMENT BLOCK | DOMAINS (#) · National Policy Board for Educational Administration | | | | | | | | | |
|---|---|---|--|--|--|--|--|---|---|---|
| | E (#) · ECET | | | | | T (#) · Texas Education Agency | | | | |
| Domain 7: Delegation and Empow- erment | 7-1 | 7-2 | 7-3 | 7-4 | 7-5 | 7-6 | 7-7 | 7-8 | 7-9 | 7-10 |
| | Identify the benefits of effective delegation | Identify and explain the major elements involved in effective delegation | Be aware of potential problems that may hinder the delegation and the completion of tasks and projects | Use appropriate delegation strategies. | Display confidence in sharing power or authority with staff, allowing others to make decisions and handle situations on their own. | Show awareness of assignment, projects, or tasks to be completed, whether delegated or completed by the administrator. | Communicate and explain clearly to others assigned responsibilities and expectations. | Organize delegation efforts so that resources are available to complete task. | Monitor delegate progress and provide appropriate encouragement and praise. | Be willing to accept mistakes as part of the learning experiences and not criticize others for performing in unique ways. |
| Participatory Management | 14-1 Provide staff with job challenges and intellectual stimulation | 14-2 Encourage teamwork and collegiality | 14-3 Articulate the positive impact staff are having on children | 14-4 Practice participative decision making | 14-5 Be award of the amount of autonomy various staff members need | Domain 10: Student Guidance and Development | 10-1B Given an inquiry from a teacher who wants to know why counselors do not have the same duty as teachers, the principal can use basic counseling principles and practices to explain what counselors do with their time | 10-2B Given an inquiry from a counselor who wants to know why his/her presence is needed in the entry areas during student arrival times, the principal can use basic counseling principles to explain the need for the counselor's visibility and interaction with students | 10-6B Faced with the need to find a counselor, the principal can develop a job description that outlines the qualifications and duties of the position | E15: Apply counseling concepts, techniques, and procedures related to management. |
| | E151 Apply stress management strategies and techniques for various situations | E16: Apply concepts and skills associated with team management | E161 Demonstrate leadership skills in team management strategies for team building | E162 Demonstrate leadership skills in team management involvement of staff in team decisions for instruction or management goals. | E17: Apply concepts and skills associated with groups facilitating. | E171 Demonstrate group facilitating skills and techniques to facilitate effective communication among groups. | T1: Learner Centered Leadership | T1h Empower others through delegation, team building, creative problem solving, and consensus building | T1i Encourage self-management | T1j Facilitate the development of leadership among members of the learning community |
| | T1k Include parents, business, neighborhoods and other resources as part of the school | T1i Exhibit and encourage the highest standard of professional conduct | | | | | | | | |

| Stage 2: Pre-Assignment Block Change Process | Domain 1: Leadership | 1-5 Facilitate directions-setting processes within schools that require a high degree of member participation (e.g. assessing current school culture and values, building a school vision, developing organizational goals and strategies) | 1-7 Foster innovation within their schools | 1-8 Facilitate the development of school improvement efforts. | 1-9 Utilize leadership skills of staff and students to plan and implement the change process | Domain 8: Instruction | 8-18 Outline a change process to improve student outcomes | 8-19 Analyze relationships between school plant and instructional programs and suggest steps to modify a traditional facility to improve the learning environment and faculty collegiality | E7: Understand the principles of organizational theory. | E72 Understand the concepts and procedures for implementing change | T1: Leader Centered Leadership |
|--|--|---|---|--|---|--|--|---|--|---|-----------------------------------|
| | T11: Fosters changes while involved in continual assessment and ongoing improvement | T1g Continual examination of the status quo and ways to maximize student learning | T1e Encourages innovation, while expecting and handling the ambiguity of school change | T3: Learner Centered Curriculum and Instruction | T3i Employ collaborative planning process to facilitate curriculum change | 2-5 Collect information through multiple modalities | 2-6 Use technologies as well as manual methods to organize and analyze school-based information | 2-7 Summarize and describe information and present it in written and oral form (Internship) | | | |
| INFORMATION COLLECTION | Domain 2: Information Collection | 2-1 Understand information collection as an ongoing process and recognize its importance | 2-2 Perceive the interrelationships between the information collection process and the other dimensions of professional practice | 2-3 Diagnose the information collection needs of their schools (Internship) | 2-4 Identify various information sources, various strategies for collecting information, and their relative strengths and weaknesses | 2-5 Collect information through multiple modalities | 2-6 Use technologies as well as manual methods to organize and analyze school-based information | 2-7 Summarize and describe information and present it in written and oral form (Internship) | | | |

| STAGE 3: INTERNSHIP | | Domain 1: Leader-ship | Domain 2: Informa- tion Gathering | Domain 3: Problem Analysis | Domain 4: Judgment | Domain 6: Implemen- tation | Domain 7: Delegation & Empower- ment | Domain 8: Instruc- tion | Domain 10: Guidance and Develop- ment | Domain 13: Resource Allocation | Domain 15: Sensitiv- ity | Domain 16: Oral and Nonver- bal Expres- sion |
|------------------------|--|---|---|--|---|---|---|---|---|--|--|--|
| | | Domain 17: Written Expres- sion | Domain 18: Philo- sophical and Cultural Values | E1: Founda- tions of Education | E2: Under- stand the Principles of Educa- tional and Social Psychol- ogy | E4: Apply Ethical Principles to Educa- tional Practices and Popula- tions | E7: Under- stand the Principles of Organiza- tional Theory | E10: Under- stand the Principles of School Finance | E11: Under- stand the school- budget develop- ment process | E12: Under- stand the building level/fiscal manage- ment | E13: Under- stand the principles of facility planning and manage- ment | E14: Under- standing factors involved in building level student services manage- ment |
| | | E39: Analyze the proce- dures and standards of student discipline | E41: Under- stand school counsel- ing & psycho- logical services available to students | E42: Under- stand student popula- tions and their needs | E43: Under- stand causes of student's social problems & meth- ods of referral to outside agencies. | T1: Learner Centered Leader- ship | T3: Learner Centered Curricu- lum and Instruc- tion | T4: Learner Centered Profes- sional Develop- ment | T5: Equity in Excel- lence of All Learners | T6: Learner Centered Communi- cation | | |

| STAGE 4: INTERNSHIP SEMINARS | Finance and Budget | | | | | | | | | | 63 |
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| | Domain 8: Instruction | 8-22 Design a budget process with staff that reflects school priorities for the instructional program. | Domain 13: Resource Allocation | 13-1 Design resource allocation systems. | 13-2 Describe the role of resource allocation in meeting school goals. | 13-3 Identify various nontraditional resources available to schools. | 13-4 Design a strategy to gain resources from a non-distinct sources. | 13-5 Describe the relationship of resource procurement to resources appointment. | 13-6 Design a monitoring and reappointment system for resources used. | 13-7 Develop an accountability system for resource use. | 13-8 Connect resource allocation to student outcomes |
| Facility Administration | 13-9 Develop a system for staff participation in determining goals, apportioning resources, and evaluating use of resources. | 13-10 Develop and administer a school budget and an activities | 13-11 Define resources as human and material as well as fiscal | E10: Understand the principles of school finance | E101: Understand the federal, state, and local sources of funding. | E102: Understand the regulations that affect public school funding | E11: Understand the school-budget development process | E111: Understand the major steps in developing a district-level or building level budget | E112: Understand the budgeting principles and procedures appropriate for various situations | E12: Understand building level fiscal management | E121: Understand the major concepts and terms associated with building-level accounting, budgeting, record keeping, and reporting |
| | E122: Understand the appropriate techniques and applications of cost analysis | T1: Learner Centered Leadership | T1c. Allocate resources such as money, time, facilities, technology and volunteers (Creatively) | E132 Understand maintenance issues related to facility management | E131 Understand procedures and considerations involved in facility planning and management | E133 Understand the safety and security procedures in facility management. | | | | | |
| | Facility Planning and Management | | | | | | | | | | |
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| Stage 4: Internship Seminars | Domain 19: Legal and Regulations | 19-1. Demonstrate knowledge of federal constitutional provisions that apply to the public education system by identifying judicially recognized individual rights guaranteed by the First, Fourth and Fourteen Amendments to the US Constitution. | 19-2 Demonstrate knowledge of federal statutory and regulatory provisions that influence public education by identifying | 19-2a Judicially recognized interpreta- tions of the purpose and intent of federal statutes and regulatory provisions prohibiting discrimina- tion | 19-2b. Educational procedures required under federal statutes and implementing regulations | 19-2c. Statutory and regulatory standards applicable to copy right infringement, access to public documents, and record keeping | 19-3. Demonstrate knowledge of state constitutional, statutory, and regulatory provisions governing a state's educational system by identifying | 19-3a The statutory powers and duties of elected officials, education boards, administrative officers, and school principals in a selected state | 19-3b. The standards and proce- dures of administrative law, public disclosure, and record keeping in Texas | 19-3d Standards and procedures applicable to provisions for minimum competen- cies, compulsory school attendance, curriculum development, facilities maintenance and construction, and finance in Texas | 19-4. Demonstrate knowledge of the standard of care applicable to civil or criminal liability for negligent or intentional acts under an elected state's common law or school code by identifying. |
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| Other State and Federal Laws and Regulations | 19-4a Legislative mandated or judicially recognized elements of liability for negligence in a selected state | 19-4b Legislatively mandate or judicially recognized elements of liability in a selected state | 19-4c Legislatively mandated elements of statutory liability in a selected state | 19-5a Statutory or regulatory powers and constraints related to the principal's power to contract for goods and services in a selected state | 19-5c Legislatively or judicially define constraints applicable to the manage- ment of grants and financial accounts | E33: Understand the organiza- tional structure and functions of educational governance at the federal, state, and local levels. | E331 Understand the types and functions of federal educational programs | E332 Understand the role of the state legislature and the Texas Educational Agency in determining educational policy | E333 Understand the regulatory functions of educational governance the district and building level | E334 Understand the policy making functions of educational governance at the district and building level | |
| | E4: Ethics and Values | E41. Apply ethical professional practices and performance standards in education | E42 Apply principles of ethical conduct toward fellow educators & administra- tors students, parents, and community members | | | | | | | | |

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| STAGE 4 INTERNSHIP SEMINARS COMMUNICATIONS: ORAL, NONVERBAL, WRITTEN | Domain 16: Oral and Nonverbal Expression | 16-1 Understand, identify and explain the elements of the communication model | 16-2 Identify effective and ineffective nonverbal behaviors | 16-3 Be sensitive to nonverbal communication behaviors in yourself and others | 16-4 Choose appropriate channels, timing and settings for intended communications | 16-5 Articulate ideas and beliefs clearly, using proper grammar and word choice | 16-6 Use positive listening skills | 16-7 Send and receive feedback | 16-8 Communicate equally well with teachers, students, parents, peers, district personnel and state community members | 16-9 Be aware of cultural and gender factors in communication | 16-10 Be skilled at giving effective presentations to large and small groups |
| | 16-11 Choose appropriate settings for meeting and make appropriate physical arrangements | 16-12 Use current media technology to enhance and improve communication | Domain 17: Written Expression | 17-1 Understand the importance of strong writing skills to their careers and schools | 17-2 Assess one's current writing skills and attitudes | 17-3 Understand and apply the four stage writing process to job-related documents | 17-4 Identify various types of job specific documents and the functions each serve | 17-5 Produce a variety of well targeted documents that are structurally, grammatically, and technically correct | 17-6 Work cooperatively with others to develop written materials | 17-7 Give and receive feedback on writing skills | 17-8 Use computer technology to enhance and improve the professionalism of written communications |
| | E5: Understand the role of communication and communication skills in education | E51: Understand the role of verbal and nonverbal communication skills in education administration | E52: Understand communication techniques appropriate for accomplishing tasks in the education administration | E53: Understand techniques used to establish and maintain communication networks in order to accomplish administrative goals and disseminate information | | | | | | | |
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DOMAINS (M) National Policy Board for Educational Administration

E (M) - ExCET: Mid-Management Administrator Objectives
 T (M) - Texas Education Agency Learner-Centered Schools for Texas

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| <p>STAGE 5: PRE-RESIDENCY ASSESSMENT LAB</p> <p>• NASSP Assessment</p> <p>• Professional Development Plan Review & Revisions</p> <p>• Orientation Year 2</p> | <p>Domain 1: Leadership</p> | <p>Domain 5: Organizational Oversight</p> | <p>Domain 8: Instruction</p> | <p>Domain 9: Curriculum</p> | <p>Domain 10: Guidance and Development</p> | <p>Domain 11: Staff Development</p> | <p>Domain 20: Policy and Political Influences</p> | <p>E5: Understand role of communication & skills in education</p> | <p>E15: Apply counseling concepts, techniques and procedures related to management</p> | <p>E19: Identify procedures for recruiting, interviewing, selecting and assigning staff</p> | <p>E22: Analyze the relationship between administrative supervision and staff development.</p> |
| | <p>E33: Understand the organizational structure and functions of educational governance at the federal, state, and local levels.</p> | <p>E35: Understand the factors involved in school public relations.</p> | <p>T2: Learner Centered Climate</p> | <p>T4: Learner Centered Professional Development</p> | <p>T6: Learner Center Communication</p> | | | | | | |

DOMAIN (#) - National Policy Board for Educational Administration E (#) - ExCET Mid-Management Administrator Objectives T (#) - Texas Education Agency Learner-Centered Schools for Texas

| STAGE 6: PRE-RESIDENCY <i>Administration of Instruction & Curriculum</i> | Domain 9: Curriculum | 9-5 | 9-6 | 9-9 | 9-10 | 9-11 | Domain 10: Guidance and Development | 10-5C | 10-6C | 10-1C | 10-2C |
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| | 10-3C As a high school principal, is able to develop a job description for a student activities director serving the needs of a racially diverse student population | E25: Understand principles of curriculum design. | E251: Understand factors involved in designing and sequencing curricula | E252: Understand criteria and procedures for evaluating curriculum design and instructional materials | E253: Explain the use of materials for curriculum design. | E254: Explain the factors that can influence curriculum design | E28: Understand instructional management principles. | E281 Understand various teaching methods and their applications. | E282: Understand factors in developing, implementing, and evaluating lessons. | E283: Understand instructional strategies appropriate for various situations. | E24: Understand curriculum development and planning |
| | E241 Understand criteria and procedures for determining curriculum needs and formulating curriculum goals | E242 Understand ways to involve faculty, staff, and community members in curriculum planning | E243 Understand procedures for developing instructional objectives and activities for accomplishing instructional objectives | E26: Identify reasons and strategies for implementing new or revised curricula. | E261: Identify reasons for implementing new or revised curricula | E262: Identify procedures for disseminating, promoting and implementing new or revised curricula | E263 Identify procedures for evaluating and modifying new or revised curricula | E27: Special Populations | E271: Understand characteristics of curricular programs designed for special populations | E272: Understand the ways in which curricular programs can be adapted to address the needs of special populations | E273 Understand the procedures for designing, implementing, and monitoring curricular programs for special populations |

| STAGE 6: PRE- RESIDENCY BLOCK | Administration of Instruction & Curriculum (cont.) | | | | | | Supervision of Personnel | | | |
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| | E274: Understand techniques for evaluating and revising curricular programs for special populations. | T1: Learner Centered Leadership | T1: Maximize learning for all students while maintaining professional ethics and personal integrity | T3: Learner Centered Curriculum and Instruction | T3a: Facilitate the implementation and renewal of a working, usable curriculum. | T3b: Demand instructional strategies that promote optimal learning for all students. | T3k: Systematically assess curriculum and instruction to ensure that both are continually updated and adjusted to achieve optimal student learning | T3l: Observes classroom instruction in order to support teacher and student goals | T3m: Collaboratively plan for systematic instructional improvement | T3o: Engages all members of the community in sharing knowledge about the curriculum and learners to ensure continuity as students progress through the school system |
| | Domain 8: Instruction | 8-14 Discuss a variety of supervisory techniques and describe their application to teachers in various stages of career development | 8-15 Describe various models of observation and identify ways to ensure their reliability | Domain 11: Staff Development | 11-3 Demonstrate monitoring, coaching, and conferencing skills. | Domain 14: Motivation | 14-7: Provide face to face and written performance feedback | 14-8 Be aware of various types of feedback systems | 14-10 Enhance individuality productivity | 14-11 Articulate performance expectations |
| | 14-13 Provide tangible and intangible rewards for good performance | E23: Understand the procedures for assessing staff performance | E231: Understand the procedures and instruments for assessing staff performance | E232: Understand the ways to address problems and issues related to staff performance assessment | E233: Understand the ways in which staff assessment information can be used to formulate a plan for improvement. | E234: Understand the techniques for communicating and disseminating staff assessment information | | | | 14-12 Be aware of the rewards that staff members value |

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| STAGE 6: PRE-RESIDENCY BLOCK | Domain 8: Instruction | 8-2 Describe the main differences between weak and effective instructional practices | 8-3 Identify the major sources and findings of research on instruction | 8-6 Describe the implications of learning style for instructional design and staff development | 8-7 Identify classroom strategies that respond to various student learning styles. | 8-11 Identify several current teaching models | E3: Understand principles of learning theories and the learning process. | E31 Understand major learning and instructional theories and their characteristics | E32 Understand significant factors that affect the learning process | E33: Understand the importance of the learning environment in the learning process | E34: Understand the role of the mid-management administrator in making the school environment favorable to learning. |
| | T3: Learner Centered Curriculum and Instruction | T3g Understand the interests and needs of learners to direct the selection, modification, and design of developmentally appropriate curricular materials | T3h Incorporate technology, practical arts, liberal arts, and co-and extra-curricular activities into the comprehensive curriculum | T3i Incorporate critical thinking, creativity and problem solving into the curriculum and instruction | T3j Use critical thinking, creativity and problem solving as tools to understand the world | T3n Encourage teachers to integrate assessment and teaching to ensure that learning opportunities are relevant to the learner | | | | | |
| Instructional Practices Student Learning Styles | Domain 8: Instruction | 8-3 Identify the major sources and findings of research on learning styles and how it relates to instruction | 8-6 Describe the implications of learning style for instructional design and staff development | 8-7 Identify classroom strategies that respond to various student learning styles | | | | | | | |
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| STAGE 6: PRE-RESIDENCY BLOCK <i>Trends and Issues in Curriculum & Instruction</i> <i>Curriculum Alignment</i> <i>Program Implementation</i> | Domain 9: Curriculum | 9-1 Define the curriculum as being broader in scope than course of study. | 9-2 Identify major influences on the curriculum at all levels of public schools | 9-3 Connect curriculum design to instructional objectives | 9-4 Describe the major movements in American curriculum development, and the assumptions upon which they are based | 9-8 Define the relationships among curricula, school organization, and society | 9-12 Describe current trends/issues in several content fields | 9-13 Discuss several curricular models and the relative merits of each | 9-14 Identify several current curricular issues and their historical antecedents | | |
| | Domain 9: Curriculum | 9-15 Describe curriculum mapping and its uses | 9-16 Define curriculum alignment and its relationship to curriculum development | 9-17 Analyze several evaluation instruments and describe strengths and deficiencies | 9-18 Interpret the selection and use of a variety of assessment tools | 9-19 Describe how schools can use data disaggregation to improve pupil performance | 9-20 Conduct the basic steps involved in needs assessment | 9-21 Involve teachers in the design, development, and management of curriculum | | | |
| | Domain 6: Implementation | 6-1 Clarify the roles various staff members will play in the implementation process, what they should expect during the process, and what consequences may occur as a result of the actions planned | 6-2 Schedule events and activities that move plans forward | 6-3 Anticipate problems. | 6-5 Monitor project progress. | 6-6 Evaluate project outcomes. | 6-7 Engage in single loop and double-loop learning. | 6-8 Be supportive of others during a change process | 6-9 Reward progress made toward goals | | |

| STAGE 6: PRE- RESIDENCY BLOCK | Staff Development | | | | | Supervision of Personnel | | | | | 80 |
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| | Domain 11: Staff Development | 11-1 Describe the essential characteristics of a staff development program and the four primary staff development functions | 11-2 Analyze and critique descriptive accounts of successful programs in terms of planning, implementation, & evaluation, & determine if these programs incorporated all of the essential characteristics & primary functions of staff development | 11-5 Know how to collect and use needs assessment data on staff development programs | 11-6 Discuss the relationship between staff development and the following: supervision, staff evaluation, the incorporation of new knowledge and skills in classroom practice, and program evaluation | E21: Understand Staff Development Programs and Procedures | E211: Understand the types of staff development programs and their benefits. | E212: Understand the role of faculty and administrators in determining needs and establishing procedures for staff development. | E213: Understand the ways to evaluate staff development programs. | E214: Understand the roles of professional organizations in staff development. | E22: Analyze the relationship between supervision and staff development. |
| 79 | E221 Analyze the competencies essential for successful administrative leadership | E222 Analyze the role of the mid-management administrator as an instructional & administrative leader | E223 Analyze the activities appropriate for inclusion in a continuing in-service education plan to improve the quality of instructional & administrative practices | E233 Understand the ways in which staff assessment information can be used to formulate a plan for improvement | Domain 14: Motivation | 14-7 Provide face to face and written performance feedback | 14-13 Provide tangible and intangible rewards for good performance | 14-8 Be aware of various types of feedback systems | 14-10 Enhance individuality & productivity | 14-11 Articulate performance expectations | 14-12 Be aware of the rewards that staff members value |
| | E23: Understand the procedures for assessing staff performance | E231 Understand the procedures and instruments for assessing staff performance | E232 Understand the ways to address problems and issues related to staff performance assessment. | E233 Understand the ways in which staff assessment information can be used to formulate a plan for improvement | E234 Understand the techniques for communicating and disseminating staff assessment information | | | | | | |

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| STAGE 6: PRE-RESIDENCY BLOCK <i>Measurement and Evaluation of Curriculum and Instruction</i> | Domain 8: Instruction | 8-12 Understand the principles of measurement and evaluation, including alternative approaches to evaluation to evaluation (e.g. portfolios) and their application to various instructional settings | 8-13 Analyze test data, explain their implications to teachers and lay persons, and link them to school improvement programs | Domain 9: Curriculum | 9-7 Define the deficiencies of quantitative and qualitative evaluation systems to evaluation curriculum outcomes. | Domain 10: Guidance and Development | 10-2A Presented with part of a sample curriculum (e.g. grade social studies), the principal can critique the sample and/or suggest review questions based on basic principals of human growth and development | E29: Understand principles of program evaluation | E291 Understand formative and summative program evaluations and their characteristics | E292: Understand methods of data collection for program evaluation | E293 Understand techniques for presenting data |
| | E294: Understand the interpretation of program evaluation data. | E30: Understand testing instruments and programs and their uses in curriculum evaluation. | E301 Understand types of standardized and nonstandardized tests and their characteristics | E302 Understand various measurement techniques and their uses in curriculum evaluation. | E303: Understand testing programs used in Texas and their functions. | E304: Understand the relationship between testing instruments and programs and curriculum development. | E31: Apply knowledge of statistical principles in testing and measurement. | E311: Apply concepts of validity, reliability, objectivity, standardization, and norms. | E312 Interpret statistical results of tests | E32: Understand student assessment methods and programs. | E321: Understand methods of student assessment and their characteristics. |
| | E322: Understand the appropriate uses of student assessment information | E323: Understand techniques for communicating to parents an educational plan based on student assessment information | | | | | | | | | |

| STAGE 6: PRE-RESIDENCY BLOCK | | 21-1 | 21-2 | 21-3 | 21-4 | 21-5 | 21-6 | 21-7 | 21-8 | 21-9 | 21-10 |
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| Domain 21: Public Relations | | Construct public relations for their schools that illustrate knowledge of the Four Step Public Relations Process and the Diffusion Process. | Identify their schools' internal and external audiences and design specific messages for each | Use mass and interpersonal communications techniques to influence people's attitudes. | Use one or more techniques to assess a targeted group's level of understanding about a community issue or belief | Identify message strategies consistent with the mores of a targeted audience | Differentiate between understandable language and educational jargon. | Define and implement programs in which all school staff are informed of school activities and have an opportunity to provide input | Identify the major opinion leaders within their communities | Understand how to initiate news coverage and respond to reporters' questions. | Understand the special public relationship needs that arise during crisis situation |
| PUBLIC RELATIONS | 21-11 | E35: Understand the factors involved in school public relations | E351 Understand ways in which media can be used to publicize schools issues and activities | E352 Understand ways of determining and assessing local public opinion of school programs | E353 Understand ways in which the community can support the local school system | E354 Understand ways to improve school community public relations | E36: Analyze ways to establish and maintain positive school-parent | E361 Analyze the role of the parent-teacher association | E362 Analyze the role of the parent-teacher conferences | E363 Analyze the role of booster clubs in establishing school-parent relationships | E341 Identify national and state professional organizations and their characteristics |
| | E342 | Identify the characteristics and functions of national, state, and curriculum specific educational organizations | Learner Centered Communication | Recognize and respond to the public's right to know by using a systemic plan for communication | Develop a flow of communication among the various groups that affect and are affected by educational policies | Recognize the impact that mass media have in shaping opinions | T6k Proactively influence the media to enhance the learning community's mission | | | | |

| Stage 6: Pre-Residential Block Field Research | Domain 12: Measurement and Evaluation | 12.1 | 12.2 | 12.3 | 12.4 | 12.5 | 12.6 | 12.7 | 12.8 | 12.9 | 12.11 |
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| | | Describe the major components of an assessment program designed to evaluate student outcomes | Explain the relationship of assessment to strengthening curriculum and instruction | Identify the major role expectations for principals in providing for assessment programs | Examine the data relationships between school goals and student outcomes | Draw inferences for revising school programs based on assessment data | Design accountability mechanisms based on assessment information | Describe the relationship of standards to purposes for evaluating student performance | Explain the relationship of assessment to improving student outcomes | Identify assessment policies that contribute to the development of sound assessment practices | Describe several specific competencies required of principals in their role as leaders of the site-level assessment programs as managers and as communicators |
| <i>Domain 12</i> <i>Measurement and Evaluation</i> | 12.12 | Explain the relationship of student assessment to school assessment | 12.14 | Explain the relationship of assessment at the schools site to assessment policies and outcomes at the district, state and national levels | | | | | | | |
| | 12.13 | Evaluate the assessment competencies of teachers | | | | | | | | | |

| STAGE 7: RESIDENCY | Domain 1: Leadership | Domain 2: Information Collection | Domain 5: Organizational Oversight | Domain 8: Instruction | Domain 9: Curriculum | Domain 10: Guidance and Development | Domain 11: Staff Development | Domain 12: Measurement & Evaluation | Domain 14: Motivation | Domain 20: Policy and Political Influences | Domain 21: Public Relations |
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| | E2: Understand the principles of educational and social psychology | E5: Understand the role of communication and communication skills in education | E6: Understand the Major concepts of Educational Research | E7: Understand the principles of organizational theory | E15: Apply counseling concepts, techniques and procedures related to management | E19: Identify procedures for recruiting, interviewing, selecting and assigning staff | E21: Understand Staff Development programs and Procedures | E22: Analyze the relationship between administrative supervisions and staff development. | E23: Understand the procedures for assessing staff performance | E24: Understand curriculum development and planning | E25: Understand principles of curriculum design |
| | E26: Identify reasons and strategies for implementing new or revised curricula. | E27: Special Populations | E28: Understand Instructional management principles | E29: Understand principles of program evaluation | E30: Understand testing instruments and programs and their uses in curriculum evaluation | E31: Apply knowledge of statistical principles in testing and measurement. | E32: Understand student assessment methods and programs. | E33: Understand the organizational structure and functions of educational governance. | E35: Understand the factors involved in school public relations. | E36: Analyze ways to establish and maintain positive school & parent relations | |
| | T1: Learner Centered Leadership | T2: Learner Centered Climate | T2: Learner Centered Climate | T3: Learner Centered Curriculum & Instruction | T4: Learner Centered Professional Development | T6: Learner Center Communication | | | | | |

STAGE 8: RESIDENCY SEMINARS

POLICY & POLITICAL INFLUENCES

| Domain 20: Policy and Political Influences | 20-1 Articulate the general characteris- tics of political systems and the manner in which those major characteris- tics apply to school systems | 20-2 Describe the formal relationship between federal, state, local district, and school- site policies | 20-3 Identify the theories of action in an existing or proposed policy | 20-4 Assess the means-end relationships embedded in policies in light of available evidence and develop conditional recommenda- tions regarding the ability of policy options to attain their aims | 20-5 Describe how an existing or proposed policy interacts with other policies and how it complements or challenges the norms and routines of the school | 20-6 Describe how actors in various arenas are (or are not) able to acquire the relative power advantage on particular policy issues | 20-7 Assess the conditions under which prominent political strategies are more or less likely to be effective | 20-8 Develop il- then scenarios that outline alternative | 20-9 Profile the power relationship in their local school setting and indicate how these power relationships affect the likelihood that particular proposals can be enacted and implemented | 20-10 Articulate how policy options affect particular |
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| 20-11 Assess the policy options and political strategies in light of their moral and ethical implications. | 20-12 Assess the political interests and ideals of relevant constituent groups inside and outside the school setting. | 20-13 Define and defend the value premises and ethical principles that will guide and govern their behavior in political arenas | T1: Learner Centered Leadership | T1d Use innovative governance structures and methods to further the mission of the learning community. | | | | | | |
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| Stage 8: Residency Seminar | Domain 8: Instruction | 8-5. Describe their responsibility within school staff to set instructional objectives, develop a data base, identify staff development needs, implement desired changes, and evaluate program effectiveness | 8-8. Describe the major forms of school scheduling and organizational structures and their relationship to programmatic effects and potential learner outcomes | 8-9. Conduct an exercise in school scheduling or organiza- tional structure with real data. | 8-10. Explain the relationship among instructional objectives scheduling (or structure) and teaching strategies | 8-17. Relate various grouping practices and technological initiatives to desired student outcomes | 8-21 Describe several staffing patterns and their relationship to various instructional practices | | | | |
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| Student Scheduling | | | | | | | | | | | |
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| STAGE 9: FIELD BASED SCHOOL IMPROVE- MENT PROJECT | Domain 1: Leader- ship | Domain 2: Informa- tion Collection | Domain 3: Problem Analysis | Domain 4: Judg- ment | Domain 6: Implemen- tation | Domain 7: Delegation and Empower- ment | Domain 8: Instruc- tion | Domain 9: Curricu- lum | Domain 11: Staff Develop- ment | Domain 12: Measure- ment and Evaluat- ion | Domain 14: Motivation |
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| | Domain 16: Oral and nonverbal Express- sion | Domain 17: Written Express- sion | Domain: 21: Public Relations | E5: Under- stand the role of commu- nication and commu- nication skills in educa- tion. | E6: Under- stand the major concepts of educa- tional research | E9: Under- stand the goal- develop- ment and goal- imple- mentation process | E17: Apply concepts and skills associa- ted with group facilitating | E24: Under- stand curricu- lum develop- ment and planning | E28: Under- stand instruc- tional manage- ment principles | E30: Under- stand testing instru- ments and programs and their uses in curricu- lum evalua- tion. | E40: Under- stand student popula- tions and their needs. |
| | T1: Learner Centered Leader- ship | T3: Learner Centered Curricu- lum and Instruc- tion | T5: Equity of Excel- lence of all learn- ers | T6: Learner Centered Communi- cation | | | | | | | |

DOMAIN (#) - National Policy Board for Educational Administration

E (#) - ExCET Mid-Management Administrator Objectives

T (#) - Texas Education Agency

Learner-Centered Schools for Texas

Timeline of Activities

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| January/February 1995 | Program announcement and information to initiate the application process. |
| March 1 - April 7, 1995 | Application period |
| April 10, 1995 | Initial Screening: Review of all application materials. |
| April 28 - 29, 1995 | Final screening |
| May 1, 1995 | Cohort Selection |
| May 5, 1995 | Announcement of selected candidates |
| June 5, 1995 | Intern and administrator orientation |
| June 6,7,8 1995 | Assessment Series: Pre-Assignment Lab |
| June 12, 1995 | Instructional Block: Pre-Assignment |
| July 10 - 27, 1995 | Instructional Block: Pre-Assignment II |
| Fall 1995/Spring 1996 | Internship |
| June, 1996 | Assessment: Pre-Residency Lab |
| June/July 1996 | Instructional Block: Pre-Residency |
| Fall 1996/ Spring 1997 | Residency |
| June, 1997 | Post-Assessment Lab |
| August, 1997 | NCELP Cycle One Graduation |

Office of
The President

Tarleton State University



Tarleton Station, Box T-1179
Stephenville, Texas 76402

February 28, 1995

Dr. William E. Reaves, Associate Dean
and Coordinator of School-University Initiatives
College of Education and Fine Arts
Tarleton State University
Box T-0210
Stephenville, TX 76402

Dear Dr. Reaves:

As you well know, Tarleton State University has a proud tradition of collaboration with the state's public schools which has enabled us to develop and support a variety of innovative professional development opportunities for Texas educators. We are proud of the fact that Tarleton was the first in the state to obtain program approval for the Bachelor of Science in Interdisciplinary Studies (our degree program for elementary teachers) and also the first to offer a university-based program for alternative teacher certification. We intend to be among the first in the state to implement an alternative certification program for school administrators as well.

I am pleased to offer the full support of Tarleton State University to the New Century Educational Leadership Program (NCELP). Working in conjunction with NCELP partners, the university will provide the necessary personnel and resources to accomplish the much needed paradigm shift toward a field-based administrator preparation program. The Tarleton faculty involved in this collaborative venture will receive appropriate institutional recognition for their work in this new field-based program and their contributions to the NCELP program will be accepted as an important form of scholarship within the university community.

It is our full intention to remain one of the state-wide leaders in the delivery of professional development services to public school educators. We will achieve this by continuing to work closely with Texas public schools and by refining and upgrading the content and delivery of our professional preparation programs. In this regard, I pledge my personal and professional support to the design and implementation of the New Century Educational Leadership Program. I wish you all the best in this exciting new venture.

Sincerely,

Dennis P. McCabe
President



WACO INDEPENDENT SCHOOL DISTRICT

Quality Through Diversity

February 14, 1995

Dr. Bill Reaves, Associate Dean
College of Education and Fine Arts
Tarleton State University
Box T-399, Tarleton Station
Stephenville, TX 76402

Dear Bill:

Rosanne and I enjoyed the presentation on the New Century Educational Leadership Program that you and Mark made at the Midwinter Conference in Austin. Even though the description you sent us in December was extremely detailed and informative, the opportunity to discuss the program in more depth allowed us both to gain even a better understanding of how the program will work and, consequently, how it can work for Waco ISD.

Please accept this letter as official notification that Waco ISD will participate in the NCELP for the 1995-96 school year, with the understanding that the program will be structured closely to the description in the draft document (as revised at the meeting). At this time, we believe we can accept at least two administrative interns.

I will be happy to serve on the NCELP Executive Advisory Board. If you will let me know the specific advisory committees for which you need participating district members, I will send you names of WISD administrators who have expertise in the designated areas and are willing to serve.

Bill, I believe that the New Century Educational Leadership Program holds the promise of making a real difference in the quality of future educational leaders and congratulate you, Mark, Mary Alice, and others who worked on the project for your vision and the tenacity to make it a reality. We're pleased to be a part of such a quality program.

Sincerely,

Fred. M. Zachary, Ed.D.
Superintendent of Schools

97

pc: Rosanne Stripling
file

Appendix 7-50



KILLEEN INDEPENDENT SCHOOL DISTRICT

P. O. BOX 967 • 200 NORTH W. S. YOUNG DRIVE • KILLEEN, TEXAS 76540-0967
817/520-1300

Dr. Charles Patterson
Superintendent

March 1, 1995

Dr. Bill Reeves
Assistant Dean
College of Fine Arts and Education
Tarleton State University
Stephenville, Texas

Dear Dr. Reeves:

Our district has been excited about the development of the New Century Educational Leadership Program and Alternative Administrator Certification Program. The program proposal is a sound one.

This collaborative venture should provide an outstanding leadership development program. We are eager to present this proposal to our Board of Trustees for their consideration.

We are supportive of the New Century Concept. Our campuses need strong leadership from principals. This program should produce highly qualified individuals who will assume key leadership positions as we enter the 21st Century.

Sincerely,

A handwritten signature in cursive script, appearing to read "Charles Patterson".

Dr. Charles Patterson, Superintendent
Killeen Independent School District